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ABSTRACT

A study was conducted to develop and test an evaluation plan for part-time continuing education faculty at St. Petersburg Junior College. Components of the plan included development of a self-instructional booklet on concepts of adult education and use of the booklet by part-time faculty prior to their teaching assignment, self-evaluation by faculty after completing their teaching assignment, and personal coaching sessions with administrators to identify needs and strategies for improvement. Evaluation of the plan indicated significant growth in professional understanding on the part of the participating faculty. In addition, as a result of the coaching sessions part-time faculty professional growth needs were rank ordered by the administrators, and 124 strategies for improvement were identified. A cost index of the coaching sessions was also compiled. The self-instructional booklet, faculty self-evaluation forms, and a list of improvement strategies are included among the appendices. (JDS)

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AN EVALUATION PLAN FOR PART-TIME FACULTY IN COMMUNITY/JUNIOR COLLEGES

DAVID B. FELLOWS

A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

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1975

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ABSTRACT

AN EVALUATION PLAN FOR PART-TIME FACULTY IN COMMUNITY/JUNIOR COLLEGES

DAVID B. FELLOWS

Although considerable interest in the evaluation of faculty is now being shown in institutions of higher education throughout the country, less effort has been directed toward the evaluation of the part-time faculty person in community/junior colleges. At St. Petersburg Junior College, the lack of an evaluation plan for the part-time faculty teaching noncredit courses, and other imperatives, prompted the undertaking of this applied research project.

The purpose of the study was to develop an evaluation plan for part-time instructors of noncredit courses in the Continuing Education Division of St. Petersburg Junior College and to determine if the plan could be effectively implemented by administrators and instructors. The plan for evaluation of faculty includes: (1) the development of strategies to improve instruction, curriculum and support activities; (2) a provision for professional growth of instructors; (3) the identification of professional growth needs of instructors; and (4) the grouping and ranking of the professional needs of instructors according to priority established by the administrative staff of Continuing Education.

The Continuing Education administrative team, consisting of

three coordinators and a director, developed specific objectives for the evaluation of part-time faculty based on the items specified in the preceding paragraph. The objectives, along with the following correlated questions, provide the focus for this study.

1. What are the self-perceived professional growth needs of part-time faculty?

2. What improvement strategies in instruction, curriculum and support services can be identified by part-time faculty and administrators?

3. How costly will the plan be in time and dollars?

4. Do participants show significant change on a pre and post self-assessment of understanding of adult education?

5. Do a majority of participants feel that the self-instruction unit is effective in introducing teaching of adults to part-time faculty?

The methods for achieving the objectives of the plan were to involve seventy-five part-time faculty in: (1) self-evaluation of their professional growth needs and their instruction; (2) meetings with administrators of the Continuing Education Division who coached faculty on strategies to improve the educational program; and (3) self-instruction through the use of a text "An Introduction to Continuing Education", designed to enhance the part-time instructor's understanding of adult education.

Results of the coaching and the self-evaluation methods related to questions one and two show that one hundred twenty-four strategies to improve instruction, curriculum and support services and eleven part-time faculty growth needs were developed or identified by faculty and administrators. The results related to question three show that the cost/effort index for the coaching sessions was $2.39 for each strategy developed for improvement of the educational program and professional need identified. The results of the use of a self-instruction method by the part-time faculty related to question four showed that faculty were able to significantly improve their understanding of adult education by 5.4 points after completion of the book "An Introduction to Continuing Education." Results related to question five showed that of the part-time instructors who completed the self-instruction book up to 95% rated the book effective in developing a perspective for teaching adults. Since effectiveness of the plan was determined by whether the objectives specified in the study were achieved, the results of the study show that each of the objectives of the plan for the evaluation of part-time faculty were attained.

As this applied research project explored only a portion of an untouched area of educational research, further study into means of assisting part-time faculty and administrators needs to be undertaken. Research into effective methods for developing the professional growth of the part-time faculty person is particularly important. The national trend for increased use of part-time faculty and the growth of the concept of lifelong learning indicates that management of part-time faculty should be the focus of research projects in the future.

TABLE OF CONTENTS

Page

LIST OF TABLES . . . x

Chapter

1. BACKGROUND AND STATEMENT OF THE PROBLEM . . . 1
  Introduction . . . 1
    Effectiveness of evaluation plans for faculty . . . 3
    The values schism between faculty and administrators. 5
  Significance of the Study . . . 7
  Background of the Problem . . . 8
    Imperatives . . . 8
    Define the purpose of evaluation . . . 13
    Identify objectives of evaluation . . . 13
    Selection of an evaluation methods . . . 14
    Selection of a method for professional growth . . . 14
  Focus of the Study . . . 15

2. RELATED LITERATURE . . . 16
  Faculty Evaluation--the State of the Art . . . 16
  A Definition of Faculty Evaluation . . . 19
  Purpose of Faculty Evaluation . . . 20
  On What Dimensions are Faculty Evaluated? . . . 21
  Who Evaluates Faculty . . . 24
  Faculty Evaluation-Problem Focus . . . 25
    Fruitless results of faculty evaluations . . . 25
    The neglect of part-time faculty evaluation . . . 26
    Lack of concern for faculty growth . . . 27
    Public demand for accountability . . . 28
  Current Efforts to Improve Faculty Evaluation . . . 29
    Promoting Faculty growth . . . 29
    Improving instruction . . . 32
    Involving part-time faculty in evaluation . . . 33
  Summary . . . 33
  Focus of the Study . . . 35

3. PROCEDURES . . . 37
    Overall Design . . . 37
    Field situation . . . 39

Page

Project participants 39
Involvement of project participants 40
Involvement of others in the project 45
Description of instruments 45
Permission to conduct the study 47
How the data was collected 47
Study Questions and Procedures for Answering Questions 48
Project Timetable 51

4. RESULTS AND DISCUSSION 53

Results Related to Question One 55
Professional growth needs 55
Rank order of professional needs of instructors . . 58
Discussion of study results related to question one 60
Assessing attainment of objective number one 61
Results Related to Question Two 62
Improvement strategies 62
Discussion of results related to question two . . . 68
Assessing attainment of objective number two 70
Results Related to Question Three 71
Cost of the evaluation plan 71
Discussion of study results related to question three 72
Assessing attainment of objective number three . . . 74
Results Related to Question Four 75
Part-time faculty professional growth 75
Discussion of study results related to question four 77
Assessing attainment of objective number four . . . 77
Results Related to Question Five 79
Effectiveness of self-instruction orientation . . . 80
Discussion of study results related to question five 81
Assessing attainment of objective number five . . . 83

5. SUMMARY AND IMPLICATIONS 84

SUMMARY 85

Purpose of the Applied Research Project 85
The Objectives of the Evaluation Plan 85
Evaluation Methods Selected 97

Page

Procedures for Implementation 87
Results Obtained 90
Conclusions 91
Recommendations 93

IMPLICATIONS 96

Directions for Future Study 99

REFERENCES 102

SELECTED BIBLIOGRAPHY 107

APPENDIXES

A. INDIVIDUAL PERFORMANCE REVIEW FORM 109

B. REVISION DATA SHEET 110

C. AN INTRODUCTION TO CONTINUING EDUCATION 111

D. OBJECTIVES FOR 1974-75 138

E. PART-TIME FACULTY IMPRESSIONS OF THE SELF INSTRUCTION ORIENTATION BOOK 139

F. CHECKLIST OF QUESTIONS 141

G. INTRODUCTORY LETTER 143

H. FOLLOW-UP MEMO 144

I. LIST OF IMPROVEMENT STRATEGIES 145

LIST OF TABLES

Table Page

1. Design of an Evaluation Plan for Part-time Faculty . . . 12
2. Timetable for the Development of the Evaluation Plan for Part-time Faculty 52
3. List of Professional Growth Needs of Part-time Faculty 57
4. A Comparison of Part-time Faculty Professional Growth Needs as Ranked by Administrators and Part-time Faculty 59
5. Strategies for Improvement of the Educational Program. . 64
6. Strategies to Improve the Educational Program Related to Instructional Techniques 65
7. Strategies to Improve the Educational Program Related to Curriculum 66
8. Strategies to Improve the Educational Program Related to Administrative Support Efforts 67
9. Comparison of Administrator Cost/Effort Index in Coaching Sessions 73
10. Scores of Faculty Self-Evaluation on Ability to Accomplish Six Objectives 76
11. Comparison of Scores of Experienced and New Part-time Faculty to Accomplish Six Objectives 77
12. Part-time Faculty Effectiveness Rating of an Orientation Book 81

MAJOR APPLIED RESEARCH PROJECT

AN EVALUATION PLAN FOR PART-TIME FACULTY IN COMMUNITY/JUNIOR COLLEGES

Chapter 1

BACKGROUND AND STATEMENT OF THE PROBLEM

Introduction

Faculty evaluation appears to be an idea whose time has come. Although the idea of assessing the performance of the instructor is not new, it is only recently that a new interest in evaluation of faculty has emerged. Richardson (1973) comments that: It's not difficult to notice that there is a new wave of interest in (faculty) evaluation procedures" (Richardson, 1973, p.19). Others also echo this assessment, noting that: "Today, evaluation has come in from the cold. Community college educators who had previously ignored the issue have been forced to recognize the public's demands for faculty accountability" (Cohen and Brawer, 1972, p.33a). In a Nova University practicum study at St. Petersburg Junior College, the idea of a new interest in faculty evaluation was projected: "The subject of faculty evaluation is in vogue in the public community junior colleges of Florida" (Scott, 1974, p.1). Menzie (1973), in a study of two hundred twenty-six (226) community colleges throughout the country, points out that: "In this 'Age of Accountability', teacher evaluation and the examination of instructional outcomes are of growing importance and coming from all levels of society" (Menzie, 1973, p.2).

Until the 1970's, faculty evaluation was a neglected aspect of instruction, whether for full-time or for part-time faculty. Now, however, new efforts are being directed to improving instruction and accounting for the expenditure of public funds. Cohen and Brawer (1972), Eble (1972), Mitchell (1974), Miller (1972), and Hall (1974) concur that the interest and attention of educators, legislators, and students have turned towards the evaluation of faculty and instructional outcomes. One writer comments:

> ...The honeymoon for community colleges is over. Taxpayers, under the banner of 'accountability', are challenging the community colleges to master the new situation. Community colleges are facing a changed clientele, with more part-time students and adults returning for an education, and they are facing a new demand for practical education (Hall, 1974, p.13).

There appear to be two imperatives over which colleges have little control and which are most influential in developing interest in evaluation: economic and legislative. The economic factor has been devastating in its effect and has placed junior colleges in a difficult financial position. Miller (1972, 1974) notes that:

> Fiscal pressures on public and private colleges alike are forcing them to find ways of determining effectiveness and efficiency--which means evaluation (Miller, 1972, p.1).
>
> A reordering of fiscal priorities is taking place at the state level, and competition for the decreasing tax revenue is becoming more keen and more political (Miller, 1974, p.2).

Rising costs for materials, electricity, and salaries have increased interest in management systems, such as Program Planning, Budgeting and Evaluating, which assess the relationship between costs and instructional outcomes and plan improved ways of reducing costs and/or improving instruction (Lahti, 1973).

Legislators have demanded a system of accountability through evaluation of faculty. Menzie (1973) and Cohen and Brawer (1972) point to the Teacher Evaluation Act, passed in California in 1971, that requires periodic evaluation of instruction with local school districts devising their own methods of evaluation. Buch and Parsley (1973), in a survey of teacher evaluation policies and practices in Washington State, report a state law (RCW 28A. 72.030) that requires the establishment of evaluation criteria and procedures for all certificated employees to be accomplished not less than on an annual basis.

Cohen and Brawer (1972) strongly recommend that educational professionals take the initiative to develop an effective system before outside pressures move in to dicate what and how faculty evaluation should be done.

In Florida, a State Board of Education regulation (S.B.E. Reg. 6A-8.41(3)) directs that each individual faculty and staff member be evaluated annually by his immediate supervisor and that the evaluation be documented. The Policy Manual -- District Board of Trustees, St. Petersburg Junior College, Policy 6-8.01, stipulates that faculty evaluation be accomplished in a manner approved by the college president and that the evaluation become a part of the employee's personnel file.

Effectiveness of evaluation plans for faculty. Perhaps the biggest single factor in a renewed interest in faculty evaluation has been a failure of evaluation plans to produce evidence that existing practices are effective assessments of instruction. Faculty evaluations frequently are used to assess whether an instructor is to have tenure. However, after tenure is granted, what else will be done to evaluate that faculty member in subsequent years? Drumheller (1974) has remarked that after seventy-five (75) years, educational research involving evaluation of what is an effective teacher has produced little conclusive data.

Retention and tenure are often cited as reasons for evaluation. However, Cohen (1974) questions if one can seriously believe the effectiveness of an evaluation process that rarely, if ever, is able to excise from the ranks those faculty who are not effective teachers. Popham (1973) notes that not one California teacher has been dismissed during the last forty years because of incompetence. Cohen (1974), in an article on faculty evaluation, suggests the following:

> We come readily to a fundamental issue in faculty evaluation: no instructor has ever been fired from his position in an American community college because his students demonstrably failed to learn what he tried to teach them. Faculty members have been dismissed or forced to resign for many other reasons--usually because they failed to conform to prevailing social mores, or because they engaged in unpopular political activities. If faculty evaluation has not been used to dismiss miscreants, what has it done? One is tempted to answer 'not much'. Primarily it has advanced the illusion of professionalism. That is, it has made it appear as though educators were policing their own ranks, insuring that each member pulled his share of the load, weeding out the unworthy. But educators have not done this previously, they are not now doing it, and, legislative fiat to the contrary not withstanding, they will not do it in the near future. It will not be done unless the profession takes some shape completely different from its present form (Cohen, 1974, pp. 12-13).

Cohen (1974) pointedly comments that when a faculty member has tenure, faculty evaluation becomes a sterile exercise. Further:

> It (faculty evaluation) was supposed to lead to greater instructor effort and achievement by virtue of its pointing up models of good instructors and exemplary teaching practices--but who believed that? In short, because it was ineffectual, it was ignored by anyone of sensibility. Why be concerned

> about something that has so little impact, interest, or efficacy (Cohen, 1974, p.4).

Inadequately defined purposes of evaluation plans also appear to contribute to the ineffectiveness of faculty evaluation. If administrators were to be asked, "What is the purpose of your evaluation of faculty?", the answer, judging from observation by this researcher of current practice, seems to be "to rate our instructors on a scale of from one to ten." The determination of a rating for an instructor is not an end result, but may be part of the decision or growth process to produce desired outcomes, as Cohen (1971) notes:

> The entire matter of supervision, evaluation, examination, or conversation about instruction boils down to a simple point. What is to be done with the information collected? That is for what purposes are the data about the instructor or the nature of his instruction being gathered? That question must be answered before an instructor evaluation scheme is organized. The common practice of using data compilation methods built on vague definitions to serve multiple purposes (award tenure, threaten instructors, satisfy administrators, enhance public relations) dooms any procedure before it is begun (Cohen, 1971, pp. 61-62).

The values schism between faculty and administrators. Drawing conclusions from the several state legislative acts passed to require faculty evaluations, for example in California and Washington, a theory could be proposed that many administrators and supervisors would rather avoid evaluating others than spend any time with evaluations (Miller, 1972). Perhaps this is because the traditional faculty evaluation process calls for the evaluator to develop a rating based on his opinions (values) about a particular faculty performance, present this rating to the instructor and defend it against the instructor's own opinions about the job performance (Lahti, 1975). The two parties involved, the instructor and the evaluator, have usually not agreed upon instructor objectives or specified performance levels prior to the evaluation. Unless there is an agreement on a level of work performance between faculty and administrators, the faculty member has little guidance by which to develop his performance (Lahti, 1975). The supervisor also has limited information on which to base his evaluation of the work performance, as Blocker, Plummer and Richardson (1965) point out:

> It is apparent that there is no consistency between the perception of faculty members and the stated objectives of two year colleges,.....there must be a stronger link between the values, attitudes, and motivations of individual staff members and the objectives of the college if the educational program is to be a success. General institutional purposes are translated into action and behavior patterns by faculty members, and these patterns are subsequently transmitted to students. At this point, a synthesis of institutional and individual objectives take place. If there is a high level of conflict between individual and institutional objectives the educational program is endangered (p. 164).

A strong possibility exists that differences in values between administrators and teaching faculty are a cause of ineffective evaluation plans. Webster's New World Dictionary defines evaluation as a noun meaning, "to find the value or worth of." The value of what? Evaluation could be analyzed by breaking the word into syllables, e-valu-ation. "E" is from the Latin "ex" meaning from or out of, "valu" is from Latin and French "valuer" meaning worth and "ation" could be part of "nation" meaning a common set of ideas or values from which one sees worth. In order to reduce differences in values, there should be common agreement and understanding among members of an organization as to what is of worth. Faculty evaluation plans seem to ignore this concept when a common agreement on performance, between the instructor and the supervisor, is not obtained prior to the performance of the work.

To accomplish a common goal infers that leadership and communication must be an active part of the organization. Lipham (1964) describes this leadership as "the initiation of a new structure or procedure for accomplishing an organization's goals and objectives, or for changing an organization's goals and objectives. The leader emphasized change, he is disruptive of the present state of affairs" (Lipham, 1964, p.23).

Significance of the Study

A project to develop and test an evaluation plan for part-time faculty can have widespread significance for institutions of higher education because the plan has potential for use with both part-time and full-time faculty. The purpose, objectives, methods and procedures developed in the evaluation plan should be applicable to most institutions.

The plan for evaluation of instructors developed for this study is significant in that it is designed for part-time faculty and it incorporates ideas for faculty evaluation now being advocated by community college educators. The practices advocated for faculty evaluation are as follows:

1. Professional growth and development of faculty, both full and part-time, is needed to improve their ability to teach (Lahti, 1975; Cohen, 1974; and Fuller, 1971).

2. Evaluation plans for part-time faculty that are effective and useful are needed in community colleges (Williams, 1972; Bender and Hammons, 1972; Bender and Breuder, 1973; and Myran, 1974).

3. Evaluation plans for faculty should offer coaching to enhance

the instructor's performance and more fully utilize the potential of each person (Lahti, 1975).

4. Accountability for the cost and effort involved in evaluation of faculty should be developed or maintained (Menzie, 1973 and Miller, 1972).

Finally, a project to develop and test a plan for evaluation of part-time instructors of noncredit courses can be significant at St. Petersburg Junior College because no formal evaluation method currently exists.

Background of the Problem

St. Petersburg Junior College requires no formal evaluation of part-time instructors of noncredit courses. Informal, as-the-need or problem-arises type of faculty evaluation is common, as are classroom visitations, which are done by the Continuing Education coordinators. Information regarding the effectiveness of the instruction is gathered unsystematically from various inputs such as student evaluations, letters, phone calls, and personal inquiries from class participants. Informal assistance for those instructors who may be new, or who may be having some difficulty concerning the course, is conducted by coordinators of Continuing Education. There has been no attempt to accumulate data in a systematic procedure, to mutually plan strategies to improve instruction, nor to sit down and discuss professional needs with instructors.

Imperatives. There are several imperatives for establishing an evaluation plan for part-time faculty at St. Petersburg Junior College.

1. The first imperative for development of an evaluation plan for part-time faculty is the growth in the number of part-time faculty. Student enrollment has increased by four thousand (4000) in each of the

past two academic years, 1972-73 and 1973-74, which has necessitated the hiring of many new instructors. These instructors are selected primarily for their skill in areas of course content. However, the new instructors who lack certain orientation to the teaching of adults need some form of in-service instruction to improve their abilities to teach adults.

2. A second imperative for the development of an evaluation plan is the implementation of a Program, Planning, Budgeting and Evaluation System (PPBES) at the college in June of 1974. Three of the goals announced in the St. Petersburg Junior College, Planning System Guidelines for Fiscal Year 1975-76, establish the broad framework under which a project to develop an evaluation plan for part-time faculty can be undertaken. The goals of PPBES are as follows: "(1) employ management techniques to maximize services with limited available resources; (2) provide an operational climate which promotes effective communication, efficient procedures, and high morale; (3) maintain accountability for the public trust" (St. Petersburg Junior College, 1974, p.2).

The use of PPBES implies the movement of the college towards a systematized, organized operation with carefully planned and articulated objectives and procedures to accomplish the desired results. The imperative to examine and develop an evaluation plan for part-time faculty is best summarized by two sources. One source is the article "An Objective-Based Participatory Evaluation Plan for Teaching Faculty":

> As systematic, objective-based approaches to teaching and learning become more prevalent in community and junior colleges, and are complemented by college management-by-objectives programs, it is imperative that procedures for staff evaluation keep pace with these changes (Pierce and Schroeder, 1974, p.28).

The other comment to summarize this imperative is by Robert Lahti (1973), President of William Rainey Harper College:

> Community college administrators must be willing to accept and utilize proven management tools and techniques in the operation of their organizations, acknowledging that these management tools and systems may need interpretation and delicate application to higher education. It is imperative that the two-year college examine such management tools as MBO, (Management by Objectives) PPBS, (Program, Planning, Budgeting System) PERT, (Program Evaluation Review Technique) performance evaluation techniques, and proven cost effectiveness measures (Lahti, 1973, p.8).

3. A third imperative for development of a faculty evaluation plan is that no matter how efficient nor how effective the instructional process is, there is always room for improvement. The instructors and the administrators at all levels should critically assess the instructional process and their role in it in order to improve that process. An evaluation plan for faculty should assist in promoting this assessment and improvement. At least one expert agrees:

> Either the environment of the institution is one that promotes critical self-analysis and improvement at all levels, or it promotes them at none. Faculty members do not develop in the absence of administrative development. A serious question can be raised concerning the kind of student development that can be expected in an institution where faculty and administrators are intent upon preserving their own security and the status quo (Richardson, 1973, p. 21).

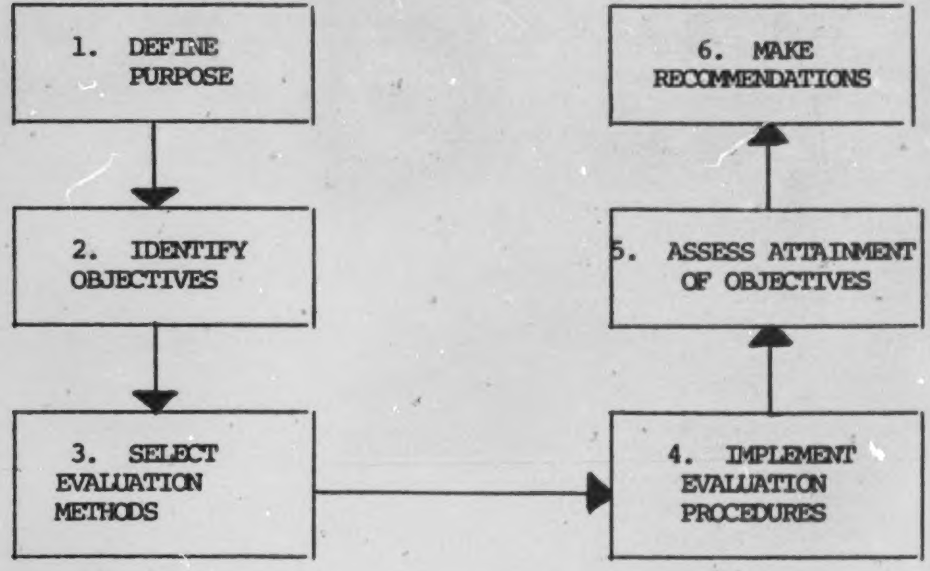
4. A fourth imperative is the need for an effective evaluation plan at the college for full-time faculty. In a study at the college, Scott (1974) found that seventy-four per cent (74%) of full-time faculty did not feel that faculty evaluation actually results in improved instructional methods. Furthermore, sixty-six per cent (66%) of the faculty in his study objected to the faculty evaluation process currently in use on

the basis that it was invalid or useless. The development of an effective evaluation plan for part-time faculty may assist the development of an improved evaluation plan for full-time faculty.

In an effort to respond to the four imperatives cited above, the design of an evaluation plan for part-time faculty was undertaken by the administrative staff of Continuing Education in August of 1974. The administrative staff consists of the director and three coordinators of noncredit activity. Coordinators are responsible for supervision of part-time faculty in the Continuing Education Program at the various sites, on campus and off campus, where educational noncredit activities are conducted. The responsibilities in the Continuing Education Program consist of supervising educational noncredit activity such as classes, workshops, seminars, and forums, in a variety of subject areas. Each coordinator supervises from 20 to 40 instructors during each of the three college terms.

During August and September of 1974, the administrative staff met in weekly meetings to discuss the plan for part-time faculty evaluations. Using group consensus, six major phases of the plan were identified; (1) define the purpose of the evaluation; (2) identify the objectives of evaluation; (3) select evaluation methods; (4) implement evaluation procedures; (5) assess attainment of objectives; and (6) make recommendations. A design of the evaluation plan is shown in Table 1, Design of an Evaluation Plan for Part-Time Faculty.

TABLE 1
DESIGN OF AN EVALUATION PLAN FOR PART-TIME FACULTY


1. DEFINE PURPOSE
2. IDENTIFY OBJECTIVES
3. SELECT EVALUATION METHODS
4. IMPLEMENT EVALUATION PROCEDURES
5. ASSESS ATTAINMENT OF OBJECTIVES
6. MAKE RECOMMENDATIONS

The design for the evaluation plan for part-time instructors was developed through the use of resources on modeling and design, such as Lippitt (1973) and experts from the program planning and research component of the college. The initial phases of the plan, define the purpose of evaluation, identify objectives and select evaluation methods, are discussed in this section while the remaining phases of the plan, implementation, assessment and recommendations are described in the Procedures section.

Define the purpose of evaluation. The purpose of the evaluation plan for part-time faculty is to develop strategies to improve instruction, curriculum and support services, to contribute to instructor professional growth and to identify professional growth needs of instructors.

Identify objectives of evaluation. The objectives of the evaluation plan were determined by the Continuing Education staff using the format described by Harty and Monroe (1970) and Mager (1962). Agreement on the objectives was again by consensus. The objectives are as follows:

1. All participating faculty will meet individually with an administrator in a coaching session to conduct self-assessment of their teaching and develop strategies to improve curriculum, instruction and support services for instruction.

2. Professional growth needs of part-time faculty will be identified by faculty individually in the coaching sessions, then grouped and ranked according to a priority established by the administrative staff.

3. Accountability for the evaluation coaching sessions will be established by a cost/effort index that identified the dollars of administrative time spent for every strategy and need developed or identified in the coaching session.

4. All instructors who complete the self-instructional book "An Introduction to Continuing Education" (appendix C) will use a pre and post assessment to verify a significant improvement, at the .05 level of confidence, in their understanding of adult education.

5. All instructors who complete the self-instructional book, "An Introduction to Continuing Education" (appendix C), will use a Revision

Data Sheet questionnaire (appendix B) to evaluate whether the book is an effective learning tool for part-time faculty.

Selection of an evaluation methods. A self-evaluation method for part-time faculty was selected by the staff because of the confidence of the staff that this method could best meet the objectives of the evaluation plan. The self-evaluation tactic is to; (1) have part-time faculty self-evaluate their growth in understanding of adult education and (2) have part-time faculty self-evaluate their own instruction while meeting in a coaching session with an administrator. The self-evaluation of professional growth is to be accomplished by use of self-instruction orientation book: "An Introduction to Continuing Education" (appendix C).

Selection of method for professional growth. The Continuing Education staff selected a self-instructional text, "An Introduction to Continuing Education", to provide in-service education for professional growth of part-time faculty for improvement of their understanding of teaching adults. The self-instruction book was selected because it had already been successfully tested with part-time faculty. The self-instruction method was selected because of (1) the difficulty in gathering all of the part-time instructors together for a more traditional method of instruction and (2) the difficulty in getting part-time faculty to read memorandums or letters. The self-instruction book was written as a practicum at Nova University by Fellows and Keene (1974) and field tested with sixteen part-time and full-time faculty at St. Petersburg Junior College. The entire book is organized as a learning system based on Herrscher's (1971) model and includes a statement of rationale, objectives, pre and post assessments, learning activities and a revision data sheet.

Focus of the Study

At St. Petersburg Junior College there is no evaluation plan for part-time faculty teaching noncredit courses. Although this practice is not uncommon in community colleges, the growth in the number of part-time faculty, the movement of the college towards systematic management, the desire to improve existing teaching practices and the opportunity to demonstrate an effective plan for possible use with full-time faculty are imperatives for developing an evaluation plan for part-time faculty at the college.

The purpose of the study was to develop an evaluation plan for part-time instructors of noncredit courses and determine if the plan could be effectively implemented by administrators and instructors. The plan for evaluation of faculty includes (1) the development of strategies to improve instruction, curriculum and support activities, (2) a provision for professional growth of instructors, (3) the identification of professional growth needs of instructors and (4) the grouping and ranking of the professional needs of instructors according to priority established by the administrative staff of Continuing Education.

The methods for achieving the purpose were to involve the faculty in (1) self-evaluation of their professional needs and their course instruction with coaching assistance by administrators of the Continuing Education Division and (2) self-instruction designed to develop growth in understanding of adult education.

Chapter 2

RELATED LITERATURE

Examination of the literature reveals a considerable diversity of information and concepts on faculty evaluation and professional development. The review of the literature has been divided into serveral broad categories; (1) Faculty evaluation - the state of the art; (2) a definition of faculty evaluation; (3) purpose of faculty evaluation; (4) who evaluates faculty and what is evaluated; (5) faculty evaluation - problem focus; and (6) current efforts to improve faculty evaluation.

Faculty Evaluation - The State of the Art

The first characteristic of faculty evaluation seems abundantly clear; faculty evaluation is a major focus of attention in the 1970's. Many writers (e.g., Cohen and Brawer, 1972; Hall, 1974; Miller, 1972; Mitchell, 1974; Myran, 1974; and Richardson, 1973) see legislative, student and public demands for accountability as causing a new thrust in faculty evaluation. "Faculty evaluation is one of the terms characteristic of the early 1970's and its ramifications are felt at all levels of evaluation in America" (Cohen and Brawer, 1972, p.33a). Myran (1974) cites nine leadership challenges faced by community colleges. Among them is one challenge to establish plans that objectively evaluate community service programs and includes the evaluation of instruction.

Richardson (1973) describes faculty evaluation today as a renewed area of interest for administrators. His observations about current practices call for the separation of data regarding decisions for retention or tenure from those decisions on evaluation of instruction. In summary, he states that:

> Essentially, evaluation procedures at present are contradictory in nature. They seek to motivate faculty members to improve instruction, while at the same time collecting data which threatens the faculty member's security and financial status. The result is that evaluation procedures do not facilitate the process of decision-making for staff retention and salary increments; and they certainly have not stimulated the improvement of instruction at all (Richardson, Jr., 1973, p. 19).

He also sees the need for responsibility for faculty evaluation to be shifted from the administration to the faculty.

Cohen and Brawer (1972), commenting on the new interest in evaluation, remark that, in the past, evaluation did not mean much except during the decision process regarding tenure, but now legislative acts are requiring the profession to improve the evaluation process.

> Today, evaluation has come in from the cold. Community college educators who had previously ignored the issue have been forced to recognize the public's demand for faculty accountability. It might have been preferable if the profession had exercised its autonomy and developed substantive evaluation guidelines for itself. But now legislatures have passed bills mandating distinct evaluation procedures (Cohen and Brawer, 1972, p.33a).

Several national trends are listed by Miller (1972) which also are pertinent to the study of evaluation of part-time faculty. He notes the trend towards accountability in community colleges and universities:

> Taxpayers, trustees, and donors have a right to expect more efficient management of institutions of higher education than is now present in many instances, and severe economic conditions demand it. Since accountability requires some precision and a systematic means of gathering, analyzing, and evaluating data, demands for improved methods of evaluating college faculty will be forthcoming (Miller, 1972, p.4-5).

Miller (1972) also points out that evaluation is inevitable and that evaluation takes place by someone, at some time, over some particular happening. The real question in faculty evaluation is what is the most optimal process. He further believes that every evaluation system can be improved.

A second characteristic of faculty evaluation today is the neglect of part-time faculty:

> Evaluation of community service offerings at present appears to be fairly unsophisticated; there is little evidence that community colleges carry on extensive evaluation procedures. Common means of evaluation include the review of attrition rates, requests that the course be repeated, and feedback from previous students (Myran, 1974, p.39).

Bender and Hammons (1972) report that little has been done with part-time faculty evaluation. They cite the 1972 Junior College Directory, in which approximately 40% of the 122,138 faculty listed were adjunct faculty, as compared with 38% adjunct faculty listed during the previous academic year, 1970-71. In addition, they note that little has been done to study the effectiveness of the part-time staff, how institutions might serve part-time faculty better, and how the selection, orientation, training and evaluation of part-time faculty might be improved.

In a related study, Bender and Breuder (1973) see an increasing role to be played by part-time faculty, while little attention is being given to the evaluation of part-time faculty. "The importance of the role of adjunct faculty has received relatively little attention by investigators. No real research has been conducted although some expository literature has reflected a general debate on the use of adjunct faculty" (Bender and Breuder, 1973, p.30). They report that evaluation of teaching of part-time faculty is spotty, since 17% of the institutions in one study reported no evaluation of part-time faculty and 63% reported only informal evaluations. "Most community/junior colleges do not provide for formal evaluation of their adjunct faculty on a regular basis" (Bender and Breuder, 1973, p.36).

A Definition of Faculty Evaluation

Numerous variables in faculty evaluation, including the purpose of evaluation, the evaluators and what they evaluate, complicate a precise definition of faculty evaluation. For example, there are several techniques for faculty evaluation described in the literature: self-evaluation (Miller, 1972); student evaluation of faculty (Hunter, 1969); faculty evaluation by student's achievement (Roueche and Pittman, 1972); by peer rating (Menzie, 1973) and by checklist; and articles published (Miller, 1972). The many synonyms for evaluation obfuscate a definition of faculty evaluation. Faculty evaluation appears to be much akin to the parable of John Godfrey Saxe's "The Blind Men and The Elephant":

> It was six men of Indostan
>   To learning much inclined,
> Who went to see the Elephant
>   (Though all of them were blind),
> That each by observation
>   Might satisfy his mind

The First approached the Elephant,
And happening to fall
Against his broad and sturdy side,
At once began to bawl:
"God bless me! but the Elephant
Is very like a wall!"

The Second, feeling of the tusk
Cried, "Ho!" what have we here
So very round and smooth and sharp?
To me 'tis very clear
This wonder of an Elephant
Is very like a spear!"

The Third approached the animal
And, happening to take
The squirming trunk within his hands
Thus boldly up he spake:
"I see," quoth he, "the Elephant
Is very like a snake!"

The Fourth reached out an eager hand,
And felt about the knee:
"What most this wondrous beast is like
Is very plain," quoth he;
"Tis clear enough the Elephant
Is very like a tree!"

The Fifth, who chanced to touch the ear,
Said, "E'en the blindest man
Can tell what this resembles most;
Deny the fact who can
This marvel of an Elephant
Is very like a fan!"

The Sixth no sooner had begun
About the beast to grope
Than, seizing on the swinging tail
That fell within his scope.
"I see," quoth he, "the Elephant
Is very like a rope!"

And so these men of Indostan
Disputed loud and long,
Each in his own opinon
Exceeding stiff and strong.
Though each was partly in the right,
They all were in the wrong! (Fabun, 1965, p.12-13).

Purpose of faculty evaluation.

At least five major purposes of faculty evaluation are cited in the literature: to improve instruction; to make tenure decisions; to promote-hire-fire personnel; to provide for merit pay; and to promote faculty growth (Tolle, 1970; Lahti, 1975; Miller, 1972; Cohen and Brawer, 1972; and Boyer, 1973).

Several purposes of faculty evaluation are listed by Cohen and Brawer (1972). " ..To make judgments about the faculty, to award merit pay, to provide a basis for establishing tenure or continuing contracts, and to provide evidence of faculty competency" (p.33b). Faculty professional development is one of the meaningful purposes of evaluation and one which is often overlooked. "Call it self-actualization or the drive toward maturity, the instructor is a growing, dynamic individual. The evaluation procedures that the institution employs to assess his effectiveness must be more than merely a basis for punishment or praise or an initiation rite" (Cohen and Brawer, 1972, p.33b).

Brawer (1973) reports the use of evaluation as a means to work with teachers on a helping basis. For example, the program at Golden West College is described as working with faculty on a one-to-one basis. Faculty, working with their deans, establish their goals for the year. At the end of the year the faculty person and the dean get together to assess the outcomes.

On What Dimensions Are Faculty Evaluated?

Investigators have noted that faculty have been evaluated on many dimensions, for example: teacher characteristics (Menzie, 1973); teacher personality (Eble, 1972); classroom effectiveness (e.g., techniques and behavior (Karmen, 1969)); degrees and awards (Miller, 1972); campus life contributions (e.g., committee work (Gustad, 1961)); community service (Gustad, 1961); student achievement (Roueche and Pittman, 1972); research activity (Miller, 1972); articles published (Miller, 1972); and professional activity (Garrison, 1968).

Karman (1969) describes a once a year faculty evaluation plan at Defiance College that includes the following dimensions: classroom effect; student relations, work with colleagues; committee effectiveness; and community relations.

Eble (1972), in a two year study of teaching and teachers, identifies three dimensions of faculty evaluation: (1) course materials, divided into those materials that relate to teacher competence (i.e., course syllabi, results of examinations, kinds of courses taught) and those materials which affect the teacher's competence (i.e., class size, level of classes, and number of students); (2) student achievement; and (3) classroom effectiveness, as judged by supervisors through visitation. Gustad (1961), in a study of 564 institutions, compiled in order of rating the factors used in faculty evaluation in junior colleges: classroom teaching; personal attributes; length of service; student advising; committee work; professional activity; public service; and publication and research.

Menzie's (1973) study of faculty evaluation in over 200 community colleges in the United States reports that most colleges conduct some form of evaluation of regular faculty on a yearly basis. Dimensions on which faculty are most frequently evaluated in community colleges is described by Menzie as teacher characteristics, teacher performance and student outcomes.

Miller (1972) feels that faculty evaluation should have as its overall purpose the improvement of professional performance. He has developed appraisal forms for each of nine basic dimensions of faculty performance such as instruction, faculty service, professional service, publications, research and public service. However, he does not discuss part-time instructors.

There seems to be a distinct controversy over whether to evaluate techniques (process) of instruction or evaluate the results (outcomes) of that effort (Nunnery, 1969). The effectiveness of the results of instruction might be an assessment of student learning, a determination of the number of students who go on to four year colleges, the success of students finding jobs, or the number of students who achieve the objectives of a course (Nunnery, 1969; Scriven, 1967). Roueche and Pittman (1972) state that effectiveness of teaching should be judged by how many students achieve behavioral objectives. Cohen (1971) and Menzie (1973) concur that evaluation of faculty should assess the instructional effects. Further: "There is no valid method of evaluation except student outcomes" (Menzie, 1973, p.34).

Critics of the evaluation of instructional results point out that to be effective, the assessment of student learning (outcomes) must be a longitudinal approach over a long time frame; must account for variables such as size of class, background of students and must identify appropriate measures of objectives to assess successful achievement. Nunnery (1969) feels that evaluation of instructional results (e.g., students achieving objectives or students finding jobs) has been limited in its success. Gage (1961) warns against punishing teachers for outcomes caused by variables over which they have little control. For example, in a study of student ratings of college teaching at the University of Illinois, off campus instructors received higher ratings than on campus instructors, teachers of elective courses had higher ratings than teachers of required courses, teachers of lower level courses had lower ratings than those teaching advanced courses, instructors with classes of 30-39 students had lower ratings than those instructors with fewer students.

Evaluating the techniques or the process of instruction might also involve an evaluation of curriculum, support services, facilities, and the administrative organization (Nunnery, 1969).

> If teaching is a critical element of the process of education, then it seems to me that faculty evaluation is a part of the process approach. We are looking at process evaluation when we evaluate faculty if teaching constitutes one of the critical elements in the educational process (Nunnery, 1969, p.3).

Who Evaluates Faculty?

Who evaluates faculty is also a consideration in faculty evaluation. Individuals or groups who conduct evaluation of faculty, both within and from outside the institution, might be: subordinates (Menzie, 1973); peers or colleagues (Astin and Lee, 1966); supervisors (Menzie, 1973); self (Boyer, 1973); external evaluators or alumni (Astin and Lee, 1966); and students (Menzie, 1973).

Astin and Lee (1966) surveyed over 1000 institutions to determine who evaluated faculty. The most frequent titles of individuals performing faculty evaluation were: Chairmen (85%); Deans (82%); colleagues (48%); students (41%); committees (25%); self (10%); and alumni (10%).

Faculty self-evaluation is beginning to receive more attention in institutions of higher education (Astin and Lee, 1966). Boyer (1973) reports a plan for faculty to self-evaluate their instruction using a seven point scale to determine where there is need for improvement.

Faculty self-rate their instruction before and after listening to an audiotape of their class sessions. Other techniques of self-evaluation involve an opportunity to compare the individualized evaluation an instructor would make of his own course with that of others evaluating his course. This comparison could be done in meetings with peers, Department Chairmen, or committees to develop improvement in instruction (Pierce and Schroeder, 1974; Miller, 1972; and Cohen, 1974).

Faculty Evaluation--Problem Focus

In spite of the utilization of many faculty evaluation schemes, faculty evaluation remains ineffectual and a problem for colleges (Cohen, 1974). Investigators of faculty evaluation practices seem to focus on the following problems; (1) the often times fruitless results of evaluation (Cohen, 1974); (2) the neglect of part-time faculty evaluation (Bender and Breuder, 1973); (3) the lack of concern for faculty growth (Lahti, 1975); and (4) the public demand for accountability (Miller, 1972).

Fruitless results of faculty evaluation. Cohen (1974) describes many faculty evaluation schemes practiced by colleges as ineffectual. He reflects that one of the causes of the evaluation problem is the comparing of one instructor with others on a type of ranking or scaling device:

> Each instructor is an individual with his own record of successes and failures, his own trials and errors. He should not be seen as better than some, worse than others. His individual accomplishments should be the sole measure of his professional functioning (Cohen, 1974, p.19).

Richardson (1973) sees a crucial contradiction in faculty evaluation in that procedures neither stimulate faculty improvement in teaching nor get rid of incompetents. "They seek to motivate faculty members to improve instruction while at the same time collecting data which threatens the faculty member's security and financial status" (Richardson, 1973, p.19). In the minds of many faculty, the evaluation process appears to be an invasion of their territory, the job, and, in any case, is looked upon as a threat to their security. New designs in the evaluation process may be looked upon as another harrassment of faculty by administrators.

Drumheller (1974) has described a perspective which should assist administrators in evaluating their faculty. He blows apart the concept of the "ideal teacher" by showing how the typical traits of the "ideal teacher" have little relationship to effective teaching. Essentially, evaluators do not have enough information and evaluative skills for identifying the effective or ideal teacher and frequently select evaluation criteria that identify the socially acceptable "nice guy".

A National Education Association (1964) research project, although conducted in public schools, is noteworthy in that only 32.9% of all teachers reported any change in their performance after an annual evaluation by a supervisor. Only 18.4% of those teachers who were on probationary status made changes in their teaching procedures. The findings show that there is little impact on improving instruction from evaluation as experienced by those teachers.

The neglect of part-time faculty evaluation. The needs of part-time faculty should be brought into the planning guide of administrators. Bender and Hammons (1972) report that little attention has been given to evaluation of part-time faculty by administrators. Student evaluations of part-time faculty are seldom sought. Part-time faculty are as receptive to encouragement and development as part-time students are intent upon learning. However, the majority of colleges do not have a well organized program for evaluation of part-time faculty staff (Bender and Hammons, 1972). The evaluation process is inadequate and the part-time faculty are fully cognizant of the inadequacies (Heinberg, 1966; Krauss, 1962).

Kennedy (1966), in a study of 30 junior colleges in Maryland and Illinois found that college administrators neglected the development and orientation of part-time faculty. He recommended that a plan be drawn to develop means for providing for various professional and personal needs for part-time faculty.

Gadzella (1971), Pogue (1969), Quick and Wolfe (1965) and Fellows (1974) have conducted investigations related to the perceptions of ideal teacher traits by students and others, with the idea of improving rating scales for evaluation. Each investigator identified a list of teacher traits, although only Fellows (1974) dealt with part-time faculty and students taking noncredit courses.

Lack of concern for faculty growth. Lahti (1975) pointedly depicts faculty evaluation in colleges today as standardized and as failing to utilize the most effective ways of developing human resources:

> Educational administrators traditionally have not been identified as managers. They have been the stewards of institutions rather than active managers, planners, and facilitators. With today's large-scale educational operations, the day of the 'halls of ivy' campus where the status quo is preserved and protected, is just about over . . . . A positive and creative performance appraisal system involving goals, judgment on managerial performance, and coaching and development should be the cornerstone of an institution's effort to harness human potentials (Lahti, 1975, p.8).

Cohen (1974) continues to prod for faculty development through a recommendation that all faculty evaluation processes should enhance faculty growth:

> ...The emphasis, as much as possible, must still be on the work, not the worker -- the teaching, not the teacher. The ultimate goal of all faculty evaluation processes should be the development of the instructor as a professional person.... Evaluation must not judge the person; it must relate to his effects (Cohen, 1974, p.17).

Public demand for accountability. One final problem in faculty evaluation is the cost. How many uncounted hours and dollars are expended on faculty evaluations? With the thrust toward accountability, additional efforts will be made by colleges to improve their evaluation processes (Miller, 1972). Menzie (1973) feels that many colleges do not realize the cost involved in their faculty evaluation efforts. He reports that colleges spend a minimum of 5 hours of work time for each yearly faculty evaluation and may involve as many as four or five persons in conducting and reviewing the evaluation.

> A fair estimate is that each evaluation will cost from $50 to $100. For a faculty of 100 this cost totals from $5,000 to $10,000 and this is a minimum.....It can be asserted that this cost probably represents less than one-half of one per cent of the salary costs of the college (Menzie, 1973, p.3-4).

If colleges are to assess the effectiveness of faculty evaluation plans, administrators need to take into account the time and money spent on the process of evaluation.

Four problems seem to emerge as a focus in faculty evaluation: (1) the neglect of part-time faculty (Bender and Hammons, 1972); (2) the inadequacies of current evaluation schemes (Cohen, 1974); (3) the need for development of methods to enhance professional growth and

and individual worth (Lahti, 1975);and (4) the wise expenditure of time and money (Menzie, 1973). For any college to develop an evaluation plan for part-time faculty, the administration must address these four problems so that an evaluation process to encourage growth and improve instruction involves faculty and makes wise use of the taxpayer's dollars.

Current Efforts to Improve Faculty Evaluation

There exists a climate for change in the community colleges, particularly in the area of community services or continuing education:

> The effective community service administrator, at least as much as any other community college person in a leadership position, must be a disruptive influence within the college. His emphasis is on community problems rather than administrative structure: he resists the formalization and institutionalization or 'hardening of the categories' of his program. Willingness to change and a fluidity of administrative and institutional approaches are clearly characteristic of community service programs (Myran, 1974, p.36).

In response to the need for improved faculty evaluation, community colleges have adopted evaluation processes that offer ways of: (1) promoting faculty growth; (2) improving instruction; and (3) involving part-time faculty in evaluation and developmental practices.

Promoting faculty growth. Attempts at improving instruction by individualized faculty evaluations are being conducted at Golden West College in California and at Miami-Dade Community College in Florida (Purdy, 1973 and Brawer, 1973).

> Thus, any faculty development efforts must work with individual differences and seek to encourage the growth of the creative potential of each person (Purdy, 1973, p.60).

Brawer (1973) and Cohen (1971) describe evaluation of faculty at Golden

West College as a process in which a faculty member meets at least once a year with his administrator to discuss the attainment of goals. Important points in this meeting are that retention or dismissal are not key issues in the discussion, and the meeting is a type of coaching session to assist the teacher to more effectively deal with his students:

> At these meetings the division chairman and the dean of instruction review the instructor's objective and the student learning he has affected... the entire meeting takes place in a supportive context; that is no one is being judged, no one is being threatened... junior college instruction will probably be enhanced as other districts abandon evaluation in favor of this type of mutually rewarding activity (Cohen, 1971, p. 61).

Business and industry are also developing improved methods of utilizing their human resources which might be applicable to education. For example, Mahler (1967) sees adoption of coaching techniques as a means for creating an effective team to develop opportunities for employees and to improve their performance. He quotes from The Growth and Development of Executives by Myles Mace:

> The objective of the executive's job, in other words the coach's job, is to utilize the abilities and capabilities of others. Effective utilization means developing the latent, potential of subordinates. Coaching subordinates is, therefore, not some technique to be adopted and used by administrators as a tool, a method or device. It is a way of administration; it is administration (Mahler, 1967, p. 138).

Honeywell, Inc. (1974) reports a program that includes provision for personnel development, career planning and individual performance review. The performance review between employee and supervisor is based on an assessment of work results compared to a list of priortized objectives. The reviews are accomplished using three values for rating work results; above expectations, expected performance, and below expectations. Provision is then made for the mutual setting of objectives to improve work results where employees were rated below expectations by the supervisor.

Perhaps, as Cohen (1974) sharply comments, all faculty evaluation revolves around self-evaluation. One must be able to understand his own views, fears, and inadequacies in order for improvements in understanding to occur. Cohen (1974) suggests that self-evaluation of one's effect is most important in developing personal growth.

Cohen and Brawer (1972) recommend that self-evaluation be included in college evaluation plans by having a one hour meeting per school term between the instructor, an administrator and selected others from the college. The purpose of the meetings would be to review instructional techniques, course objectives, changes in student behavior, and other information related to the instructor's course. This meeting is in a helping framework and once areas of improvement are identified by the instructor, those present at the meeting will assist in developing strategies for improvement.

Pierce and Schroeder (1974) use the following comment on organizational development as a rationale for more faculty involvement in an evaluation process:

> Research in organizational development has shown that higher levels of job satisfaction are attained by individuals who are given the opportunity to participate in setting objectives and parameters pertaining to their job (Pierce and Schroeder, 1974, p. 28).

Lahti (1973, 1975) and Cohen (1974) see professional growth of the individual faculty member in an atmosphere of assistance an important aspect of faculty evaluation that needs to be put to use to improve instruction. Cohen (1974) feels that: "One faculty evaluation scheme cannot both judge and assist. The procedure that gathers evidence for dismissal is different from that which reflects a climate of support, of communication and of growth inducement" (Cohen, 1974, p.21).

Lahti (1973) perceives the use of the coaching aspect between manager and subordinate in colleges as assisting the maintenance of a satisfactory work performance and as promoting individual growth:

> It (coaching) should be considered a personal development tool to aid the subordinate in his professional growth and to help him become increasingly skillful and effective in the job assigned. Its primary function should be to assist the employee in maintaining a satisfactory performance on his present job through better understanding of the supervisor-employee relationship through the opportunities of talking and consulting with his supervisor (Lahti, 1973, p.41).

Improving instruction. Roueche and Pittman (1972) report an evaluation plan at Passaic County Community College in New York that uses a contract evaluation. The contract includes an instructor plan for designing learning experiences. The evaluation of faculty is based on relating instructor performance to goals or other criteria established in the contract.

Alford (1974) reports a technique to improve performance of faculty that does not rely on elaborate or sophisticated designs to provide feedback. Faculty daily diaries and student forced choice questionnaires are evaluation techniques used to provide a day-to-day record of longitudinal change and a summative evaluation. Another evaluation plan for faculty, reported by Pierce and Schroeder (1974), provides for each faculty person to mutually establish with his or her divisional chairman, a specific set of objectives for the faculty person to accomplish during the academic year. Assessment of the attainment of these objectives also may be done by agreement between faculty and chairman, or by a review committee. The plan is unique in that the purpose of the evaluation process is based on an organizational need to see that faculty evaluation processes keep pace with a higher education movement towards objectives based teaching and management by objectives programs (Pierce and Schroeder, 1974).

Involving part-time faculty in evaluation. A need in community colleges for in-service programs and a study to introduce the use of objectives in teaching to part-time faculty is described by Fuller (1971). Part-time teachers found his pilot self-instructional program professionally helpful, understandable, and informative.

New evaluation techniques that involve the faculty are now being utilized in community colleges. Self-evaluation and coaching meetings between a supervisor and instructor are promising methods being used in several colleges (Lahti, 1975; Cohen and Brawer, 1972). Research has shown that higher levels of job satisfaction are attained when individuals participate in setting their own work objectives (Pierce and Schroeder, 1974). Successful attempts to improve faculty performance are beginning to emerge with the involvement of faculty in the evaluation process (Cohen, 1974 and Fuller, 1971).

Summary

Two characteristics of the state of the art in faculty evaluation are that faculty evaluation is a major focus of attention in the 1970's and that evaluation of part-time faculty is a neglected aspect in community colleges. Numerous writers, among them Cohen and Brawer (1972), Hall (1974), Miller (1972), Mitchell (1974), Myran (1974), and Richardson

(1973) see legislative, student and public demands for accountability causing a renewed interest in improving faculty evaluations. Myran (1974), Bender and Hammons (1972), and Bender and Breuder (1973) note that minimal effort is expended by administrators on evaluation on part-time faculty or on their professional development.

Numerous concerns in faculty evaluation, such as the purpose of evaluation, (e.g., Tolle, 1970; Lahti, 1975; Miller, 1972),who does the evaluation of faculty (Menzie, 1973; Astin and Lee, 1966; Boyer, 1973), and what dimensions are included in the faculty evaluation plan (e.g., Menzie, 1973; Karmen, 1969; Miller, 1972) prevent the development of a precise description or definition of faculty evaluation.

In community colleges, the problem focus in faculty evaluation is on the neglect of evaluation for the part-time faculty member (Bender and Hammons, 1972), the inadequacy of present evaluation processes (Cohen, 1974), the potential for developing faculty growth (Lahti, 1975) and the demand for accountability in evaluation plan (Menzie, 1973).

Current efforts to improve faculty evaluation center around more involvement of faculty in the evaluation process. Purdy (1973), Brawer (1973), Cohen (1971), and Boyer (1973) discuss the increased interest in promoting faculty growth in community colleges. Roueche and Pittman (1972) and Cortez (1967), among others, write about evaluation as a method to improve instruction. Fuller (1971) reveals a plan to involve part-time faculty in an in-service program to improve performance.

The following statements summarize key issues and needs in faculty evaluation in community colleges today.

1. Evaluation of part-time faculty is minimal at best and

non-existent at worst. An effective, uncomplicated and useful method for evaluation of part-time faculty is needed (Williams, 1972; Bender and Hammons, 1972; Bender and Breuder, 1973; Heinberg, 1966; and Myran, 1974).

2. Part-time faculty rarely receive developmental education (in-service efforts) to enhance their ability to teach (Fuller, 1971; Kennedy, 1966).
3. Evaluation forms tend to be standardized in data collection and do not promote individual growth and innovation (Richardson, 1973; Lahti, 1975; and Miller, 1972).
4. The institution must develop evaluation procedures that shift responsibility for evaluation from the administration to the faculty (Richardson, 1973).
5. Any evaluation process, if it is to be effective, must affect a desirable relationship between results and cost (Menzie, 1973).
6. "The evaluation procedure (or completion of evaluation documents) that the institution employs to assess effectiveness must be more than merely a basis for punishment or praise or an initiation rite" (Cohen and Brawer, 1972, p. 33B). The instructor is a growing, dynamic individual and the evaluation plan must offer something of value to the instructor to enhance this growth (Cohen and Brawer, 1972).

Focus for the Study

Although considerable interest in the evaluation of faculty is now being shown in institutions of higher education around the country, less effort has been directed toward evaluation of the part-time faculty person in community/junior colleges.

At. St. Petersburg Junior College there is no evaluation plan for part-time faculty teaching noncredit courses. Although this deficiency is not uncommon in community colleges, the growth in the number of part-time faculty, the movement of the college toward systematic management and the desire of the college to improve existing teaching practices are imperatives for developing an evaluation plan for part-time faculty at the college.

The purpose of this study is to develop a faculty evaluation plan and to determine, through a pilot run, if the plan is an effective way to evaluate part-time faculty. The effectiveness of the plan will be determined by whether the criteria specified in the objectives of the plan are met. The study is to answer the following questions;

1. What are the self-perceived personal and professional growth needs of part-time faculty?
2. What improvement strategies in instruction, curriculum and support services can be identified by part-time faculty and administrators?
3. How costly will the plan be in time and dollars?
4. Do participants show significant change on a pre and post self-assessment of understanding of adult education?
5. Do a majority of participants feel that the self-instruction unit is effective in introducing teaching of adults to part-time faculty?

Chapter 3

PROCEDURES

Overall Design

This study, during the 1974-75 academic year, developed an evaluation plan for part-time faculty at St. Petersburg Junior College. Effectiveness of the plan is defined as achievement of the objectives that were established by the Continuing Education staff in the design of the plan.

Specifically, the five objectives of the plan are as follows:

1. All participating faculty will meet individually with an administrator in a coaching session to conduct self-assessment of their teaching and develop strategies to improve curriculum, instruction and support services for instruction.

2. Professional growth needs of part-time faculty will be identified by faculty individually in the coaching sessions, then grouped and ranked according to a priority established by the administrative staff.

3. Accountability for the evaluation coaching sessions will be established by a cost/effort index that identifies the dollars of administrative time spent for every strategy and need developed or identified in the coaching session.

4. All instructors who complete the self-instructional book

"An Introduction to Continuing Education" (appendix C) will use a pre and post assessment to verify a significant improvement, at the .05 level of confidence, in their understanding of adult education.

5. All instructors who complete the self-instructional book "An Introduction to Continuing Education" (appendix C) will use a Revision Data Sheet questionnaire (appendix B) to evaluate whether the book is an effective learning technique for part-time faculty.

In order to reach these objectives, this applied research project used several evaluation methods. For objectives one through three the part-time faculty self-evaluated their course(s) and identified professional growth needs. For objectives four and five part-time faculty self-assessed their professional growth and assessed the effectiveness of the self instruction book.

In addition, the following questions were investigated in this study:

1. What are the self-perceived professional growth needs of part-time faculty?

2. What improvements in instruction, curriculum, and support services can be identified by the part-time faculty?

3. How costly will the plan be in time and dollars?

4. Do participants show significant change on a pre and post self-assessment of understanding of adult education?

5. Do a majority of participants feel that the self-instruction unit is effective in introducing teaching of adults to part-time faculty?

There are several phases of the design which describe how the study was implemented.

Field situation.

The study was conducted at St. Petersburg Junior College (SPJC). The college, a multi campus institution, is the oldest junior college in the state of Florida, having been established in 1927, and serves a community college district of over 700 thousand residents in Pinellas county. The population and small land area make the county first in the state in population density per square mile. SPJC has a central administration in Pinellas Park that supervises a district wide operation, including a campus at St. Petersburg, a campus at Clearwater, a center in Tarpon Springs and over 50 off campus sites. The Continuing Education Division is part of that central administration and has district wide responsibilities which include activities on the two campuses, the center and off campus. The study involved instructors who teach at both campuses, the center and off campus sites.

Project Participants.

Seventy-five instructors, who are part-time employees of the college teaching noncredit courses between October 1974 and March 1975, were involved in the evaluation plan. No special significance is given to these dates other than that period of time was most easily adapted to the overall study. The instructors participating were essentially similar in characteristics to those instructors teaching at other times in the academic year. Instructors were selected for the project on the basis of when their course began, starting with those instructors teaching courses in October, followed by instructors in succeeding months, until the desired number of instructors were involved.

Other participants in the project were the four members of the

Continuing Education administrative team, a director and three coordinators of continuing education. The administrative staff worked directly with the instructors in coaching sessions, in planning the evaluation methods and procedures and in the analysis of data.

Involvement of the Project Participants.

Involvement of participants in the project may be described by dividing the evaluation of part-time faculty into the following categories: (1) introduction of evaluation plan for part-time faculty to instructors; (2) self-evaluation by part-time faculty; (3) self-instruction by part-time faculty; and (4) coaching sessions between faculty and administrative staff.

1. Introduction of the evaluation plan for part-time faculty to instructors: To introduce the evaluation plan to part-time instructors, an introductory letter (appendix G) was sent from the Director of Continuing Education to each instructor. Seventy-five (75) part-time instructors of noncredit courses at St. Petersburg Junior College received this letter two weeks prior to the beginning of their classes. The letter articulated the achievements of the community instructional program at the college and the desire of the writer to continue to involve the community in lifelong learning. The letter also introduced the faculty evaluation plan and explained that it was designed to assist faculty in the following three areas: (1) communicating basic expectations about teaching performance; (2) providing for professional growth through an orientation to continuing education; and (3) establishing a meeting at the end of each instructor's course to discuss ways of improving instruction. With the introductory letter were two enclosures: a

part-time faculty self-instruction book "An Introduction to Continuing Education" (appendix C), which faculty completed prior to teaching their courses, and a Revision Data Sheet (appendix B), which was to be returned to the Continuing Education office as soon as the self-instruction book was completed.

2. Self-evaluation by part-time faculty: Part-time instructors used a self-evaluation method in several instances during the study; (a) self-assessment of professional growth in understanding of adult education; (b) self-evaluation of their course, i.e., curriculum, instruction and support activities; and (c) self-evaluation of professional growth needs.

a. Self-assessment of professional growth in understanding of adult education. When beginning the self-instruction book, "An Introduction to Continuing Education" (appendix C) and upon completion, the part-time instructor self-assessed his or her understanding of adult education using pre and post assessment forms which are located at the beginning and at the end of the book. Criteria for the self-evaluation on the assessment forms are the participants' own feelings about their ability to meet six objectives of the self-instruction book. The self-instruction book contains directions for part-time faculty to follow as they individually complete the book prior to their course starting. A record of the scores on the pre and post assessment was kept by the instructor on the Revision Data Sheet (appendix B) which is the final page of the self-instruction book. The revision sheet was returned to Continuing Education after the self-instruction was completed, and the instructor retained the self-instruction book for reference.

A follow-up memo (appendix H) was sent by Continuing Education to part-time instructors, who did not return their revision sheet, seeking completion of the form.

b. Self-evaluation of their course. Part-time instructors also self-evaluated their instruction of their course(s) prior to coming to the coaching session. The self-assessment consisted of a thorough review of the course by the part-time instructor, using a checklist of questions (appendix F) developed and provided by the Continuing Education administrative staff, to direct the assessment. The part-time instructors also used personal experiences and any other information that helped to identify components of the course, i.e. instruction, curriculum and support services, that needed improvement. During the coaching session, additional information was provided for self-evaluation that has been collected by Continuing Education in an instructor course file. Examples of this information are: the number of refunds from the class; the class attendance; the complaints received from students; results from student assessment forms; the number of students passing a final exam, if appropriate; the number of students who find jobs after a course; the enrollment procedures and the limitation on the class size. The sequence of self-evaluation of instruction might occur as in the following example. An instructor first reviewed information related to the course, i.e., the number of students passing the final exam. If the part-time instructor identified the number of students passing as an area to improve, then the instructor and administrator examined reasons for the low number and developed strategies to improve the number of students passing the final exam when the two met in a coaching session.

c. Self-evaluation of professional growth needs. The part-time instructor was asked by the administrator in the coaching session to express his professional growth needs. The professional needs were discussed by the part-time instructor and administrator to clarify the understanding of each person and to also add the perspective of the administrator's perception of the instructor's needs. The needs were recorded on the Individual Performance Review form (appendix A).

3. Self-instruction by part-time faculty: In order to develop professional growth and understanding of adult education, part-time faculty used a self-instruction book, "An Introduction to Continuing Education" (appendix C). The part-time instructors assessed the effectiveness of this self-instruction book upon completion. The final direction of the book asks the part-time faculty person to answer three questions on the Revision Data Sheet in order to assess the effectiveness of the text. Part-time instructors used their own views of the book as criteria for rating the text. There are three effectiveness questions to be answered by the part-time faculty: (1) Did the material in this unit assist you in preparing to teach? (2) Do you now feel that you have a clearer understanding of the purpose of Continuing Education? (3) Do you now feel that you have a clearer understanding of the teaching process?

4. Coaching sessions between faculty and administrative staff: Each part-time instructor participated in one coaching session with an administrator from Continuing Education. To prepare for the coaching sessions, the four Continuing Education administrative staff members met to develop a series of questions (appendix F) that assisted the instructor in the self-evaluation of his course. The questions were sent to the part-time instructor prior to the coaching meeting.

After the completion of his course, a part-time instructor contacted an administrative staff member to arrange a meeting time for the coaching session. The administrator initiated the contact if the instructor failed to make an arrangement for the meeting. The administrator reviewed and brought to the session any additional information contained in the part-time instructor's course file, such as refund requests, letters from students, notes from phone calls pertaining to the course, student reaction to the course, and class attendance. Prior to the coaching session, the instructor self-evaluated his course, using a list of questions (appendix F) sent to him by the administrative staff, and came to the coaching session prepared to discuss and develop strategies to improve instruction, curriculum and support services.

The administrative staff member was to develop a warm, friendly environment and serve as facilitator to develop strategies, mutually agreeable to the instructor and staff member, for the improvement of instruction, curriculum and support services by either the instructor or administrator. The strategies developed in the coaching session were written by the staff member on the Individual Performance Review Form (appendix A). An example of the kind of strategies that might be developed to improve instruction are the development by the instructor of a revised course outline, or the development by the instructor of a pre and post assessment instrument to assess student knowledge, attitudes, or skills. In addition to the development of strategies for improvement of instruction, the administrator assisted the instructor in identifying his professional growth needs. The identification was made by an objective discussion of the instructor's needs as perceived by the two persons involved in the coaching sessions. The administrative staff member wrote the need(s) under the column "In-Service Needs," which is on the right side of the Individual Performance Review Form (appendix A). An example of an in-service need or professional growth need that might be identified is a faculty need for knowledge about new techniques and methods for teaching adults.

Involvement of Others in the Project. The involvement of the Continuing Education career employee staff, consisting of a secretary, an office supervisor, and three clerks, provided assistance by typing and mailing letters to the faculty, introducing the evaluation process and filing information (i.e. course refunds, class rolls, etc.), involved in the teaching of a course. The team effort and esprit de corps between the support staff, the professional administrative staff, and the part-time faculty is an important aspect of the implementation of a part-time faculty evaluation plan.

Description of Instruments

The first instrument for the MRP is the pre and post assessment form which was used by the part-time instructors in completing their self-instruction book, "An Introduction to Continuing Education" (appendix C). The pre and post assessment form was developed by Fellows and Keene (1973) as part of a Nova University practicum. In that study, the instrument was submitted in the self instruction book to a select group of 16 persons, composed of full-time faculty, new part-time faculty, part-time faculty with teaching experience and administrative staff. The task of the group was to validate the effectiveness of the self-instruction book and the self assessment form. To control for instrumentation bias, the same form was used for pre and post assessment. The results, suggestions and comments were used to revise the self instruction book and instruments in August, 1974 for use in this study.

When the part-time faculty used the pre and post assessment form, they were to self-evaluate and rate their ability to accomplish six objectives. The instrument produced scores indicating whether there was any professional growth by part-time faculty in understanding of adult education. The pre and post assessment was made on identical forms. The ratings were made on a scale from 1 to 5, with 5 being the maximum. The value of the rating scale is indicated by use of the words "not at all" for minimum rating of one, to "very well" for the maximum rating of five. After the instructors rated both pre and post assessments and marked the scores on the Revision Data Sheet, the total scores for each assessment were tallied by the researcher for statistical analysis. The maximum score on any one sheet was 30 and the minimum score was 5.

The second instrument is the effectiveness questionnaire, part of the Revision Data Sheet (appendix B), which was used by the instructors in completing their self-instruction book, "An Introduction to Continuing Education." The instrument consists of three questions and produced data on whether instructors felt that this self-instruction technique is effective in preparing them to teach. The effectiveness questions were used in a study by Fellows and Keene (1973) and require that instructors choose a yes or no response to three questions to rate the effectiveness of the self-instruction book to develop professional growth; i.e. preparing instructors to teach.

The third instrument is the Individual Performance Review Form (appendix A), which was used by the administrative staff in the coaching sessions to record data. The instrument was divided into two columns:

the left side for listing strategies for improvement of the educational program and the right side for listing professional growth needs of the part-time faculty (see p. 44 for description of strategies and needs). Strategies for improvement were listed on the left side under the column titled "New Objectives." The professional growth needs were listed on the right side under the column titled "In-Service Needs." The time consumed in the coaching session, the name of the part-time instructor and the administrator were recorded on the bottom portion of this instrument.

Permission to Conduct the Study

In initiating the evaluation plan, a commitment to undertake the project was first sought by this researcher from the three administrative staff who work with him in the Division of Continuing Education. Once commitment was obtained (see objective C-1, appendix D) , the plan was thoroughly discussed with the Assistant Dean of Academic Affairs, who has direct responsibility for the Division of Continuing Education (see objectives - appendix D). The plan was also discussed with several faculty to obtain their impression of the feasibility of the evaluation plan. The self-instruction book "An Introduction to Continuing Education" had already been successfully tested as a practicum (Fellows and Keene, 1973) with a group of faculty and administrators.

How the Data Was Collected

Data from the coaching sessions were recorded by the four administrative staff of Continuing Education on the Individual Performance Review form (appendix A). After the completion of the coaching session, the form was then retained by the administrator who participated in the session. The form was then returned by the administrator to the Division of Continuing Education for compilation of the data.

Using the self-instructional book "An Introduction to Continuing Education" (appendix C), faculty self scored the pre and post assessments, recorded their scores in the "box scores" at the bottom of the Revision Data Sheet (appendix B) and returned that sheet to the Continuing Education office. The instructors also answered the three questions on the Revision Data Sheet (appendix B) to provide information on whether part-time faculty perceived the orientation book as an effective tool to develop faculty professional growth.

Study Questions and Procedures for Answering Questions

1. The first question is "What are the self-perceived professional growth needs of part-time faculty?" To answer the first question, a composite list of professional growth needs of part-time faculty, as identified by faculty in the coaching sessions, and logged on the Individual Performance Review form (appendix A) under In-Service Needs, was compiled by the administrative staff to determine a prioritized list of these needs. When ranking the needs, the administrative staff used two considerations: first, the frequency the needs were mentioned by faculty, and second, the priority placed on each professional growth need by the four administrators in Continuing Education. When ranking the needs,the administrative staff considered the practicality of implementation, i.e., the time and resources available, the cost of resolving the need, and the importance of each need in improving the Continuing Education program. The list of needs were also used to assess whether objective number two, the identification and prioritization

of professional growth needs and objective number three, a cost/effort comparison between administrative time and number of needs, were reached.

2. The second question is "What improvement strategies in instruction, curriculum and support services can be identified by part-time faculty and administrators?" To answer this question a list of strategies, i.e., how the instructor or administrator may improve existing conditions, were obtained from the Individual Performance Review Form which was completed in the coaching sessions. Data are a list of strategies for the improvement of instruction, which were categorized by the administrative staff of Continuing Education according to area, e.g., instruction, curriculum or support services. The completed lists of strategies for improvement were used to assess whether the first objective, to conduct a coaching meeting between all part-time faculty and administrative staff, was attained.

3. The third question is "How costly will the plan be in time and dollars?" To answer this question, the time spent by the administrators in coaching sessions was compiled and converted to a cost/effort index, as follows. The total number of minutes spent in coaching sessions per administrator was converted to dollars by multiplying time by the hourly equivalent rate of pay for each administrator and the product was then combined with the total number of strategies and needs developed in sessions (effort) conducted by each administrator to reach a relationship between cost and effort. The index was also used to show that the third objective of the evaluation plan, the accountability for administrator time spent in coaching sessions, was met.

4. The fourth question is "Do participants show significant change on a pre and post self assessment of understanding of adult

education?" To answer this question, the pre and post assessment scores from the self instructional book were statistically treated by a t-test to determine if the mean from the post scores were significantly different, at the .05 level of confidence, from the mean of the pre assessment scores. The test was run by first calculating the following for both the pre and post assessment scores; the sum of scores (ΣX); the sum of the squared scores (ΣX^2) and the mean ($\bar{X}$). The following formula was then used to calculate group variances: $s^2 = \frac{N\Sigma X^2 - (\Sigma X)^2}{N(N-N)}$. The final step was to use the above data to calculate a t value. If the t value did exceed that found in a standard t value table, then the difference between the two means is significant rather than being a chance difference (Tuckman, 1972). The data was used to assess whether objective number four, all part-time instructors will significantly improve their understanding of adult education, was met.

5. The fifth question is "Do a majority of participants feel that the self-instruction unit ("An Introduction to Continuing Education") is effective in introducing teaching of adults to part-time faculty?" To answer the question, the total number of yes and no answers for each of the three effectiveness questions on the Revision Data Sheet were compiled. The questions to evaluate effectiveness are:

a. Did the material in this unit assist you in preparing to teach?

b. Do you now feel that you have a clearer understanding of the purpose of Continuing Education?

c. Do you now feel that you have a clearer understanding of the teaching process?

The yes and no responses were used as a measure of instructor feeling about the effectiveness of the self-instruction book in developing greater understanding of continuing education. If all the instructors who completed the self-instruction book used the data sheet to answer the three questions, then objective number five, which states all instructors will evaluate the effectiveness of the book, "An Introduction to Continuing Education," was reached.

Project Timetable

The following is a timetable used for the development of the evaluation plan and also includes the completion dates of each event.

TABLE II

TIMETABLE FOR THE DEVELOPMENT OF THE EVALUATION PLAN FOR PART-TIME FACULTY

Developmental Tasks	Completion Date
1. Develop the evaluation plan for part-time faculty	September 30
2. Involve participants in the study	
a. Introductory letter to faculty	November 30
b. Self-orientation book to faculty	October 30
c. Instructors to initiate coaching meeting (alternative: administrators initiate coaching meeting)	March 3
3. Self-evaluation by faculty	
a. Professional growth	February 28
b. Teaching performance	March 30
4. One coaching session conducted between each faculty and staff	March 30
5. Record data from evaluation plan	
a. Individual Performance Review Form	March 30
b. Revision Data Sheet	March 30
6. Priority ranking of professional needs of instructors	May 30
7. Analysis of data and determination of achievement of objectives	May 30

Chapter 4

RESULTS AND DISCUSSION

The sparse attention given to evaluation of part-time faculty in community/junior colleges and imperatives for establishing an evaluation plan for part-time faculty at St. Petersburg Junior College prompted the development of this applied research project to create and test out an evaluation plan for part-time faculty teaching noncredit courses. The purpose of the study was to determine if the evaluation plan was an effective way to evaluate part-time faculty. To provide a measure of the effectiveness of the evaluation plan, objectives were established that relate to specific questions of the project.

The questions, with their related objectives listed below, are as follows:

1. What are the self-perceived professional growth needs of part-time faculty?

a. Professional growth needs of part-time faculty will be identified by faculty individually in the coaching sessions, then grouped and ranked according to priority established by the administrative staff.

2. What improvements in instruction, curriculum and support

services can be identified by the part-time faculty?

a. All participating faculty will meet individually with an administrator in a coaching session to conduct self-assessment of their teaching and develop strategies to improve curriculum, instruction and support services for instruction.

3. How costly will the plan be in time and dollars?

a. Accountability for the evaluation coaching sessions will be established by a cost/effort index that identifies the dollars of administrative time spent for every strategy and need developed or identified in the coaching session.

4. Do participants show a significant change on a pre and post self-assessment of understanding of adult education?

a. All instructors who complete the self-instructional book "An Introduction to Continuing Education" (appendix C) will use a pre and post assessment to verify a significant improvement, at the .05 level of confidence, in their understanding of adult education.

5. Do a majority of participants feel that the self-instruction unit is effective in introducing teaching of adults to part-time faculty?

a. All instructors who complete the self-instructional book "An Introduction to Continuing Education" (appendix C) will use a Revision Data Sheet questionnaire (appendix B) to evaluate whether the book is an effective learning technique for part-time faculty.

A self-evaluation method was used in two different instances to conduct the study. For questions one, two and three the faculty self-evaluated their instruction of the course and identified professional growth needs. For question four, the instructors independently assessed their professional growth using a pre and post assessment form. A coaching session between each of the seventy-five instructors and one of four administrators was utilized to further the self-evaluation effort to identify strategies to improve instruction, identify professional growth needs and answer questions one, two and three.

A self-instruction method for part-time instructors was implemented to develop professional growth in understanding of continuing education through use of the book "An Introduction to Continuing Education." Question four was to determine the performance of individuals using a self-instruction method and question five was to test the effectiveness of the text as a learning technique for part-time faculty.

Results Related to Question One

The first question is to determine the professional growth needs of the part-time faculty. Seventy-five part-time faculty were asked by the administrator in the coaching session what they perceived as professional growth needs. The data, collected by the administrators in the coaching sessions, were logged in the In-Service needs column on the Individual Performance Review Form (appendix A).

Professional growth needs. A list of the eleven professional growth needs, cited by part-time faculty in the coaching sessions and listed by frequency of response, is shown in Table III "List of Professional Growth Needs of Part-Time Faculty." Each of the seventy-five instructors, meeting in a coaching session with an administrator, were to respond to the following professional growth questions: (1)"What skills or knowledge would help you do a better job?" and (2) "In what specific areas, related to teaching, would you be interested in receiving more information?" These questions were given to the part-time instructors in written form (appendix F, second page) prior to the coaching session and verbally requested of the instructor by the administrator during the coaching meeting. Fifty-four of the instructors did not identify any professional growth needs. Each of the fifty-four instructors felt they were satisfied with the overall effect of their teaching effort. Twenty-one instructors did identify professional growth needs in the coaching meeting. Twenty-four needs were identified with three instructors each identifying two needs.

The most frequently mentioned professional growth need of the part-time faculty is the need for a workshop on methods of teaching adults. Seven of the twenty-four responses (29%) shown in Table III, made by twenty-one part-time instructors, were for a workshop on methods of teaching adults. Several variations of the "teaching method need" were noted, e.g., teaching techniques, assistance in teaching, presentation of material to students and presenting materials more interestingly. The second most frequently mentioned professional growth need in Table III was the need to increase instructor pay. Five responses identified increased teaching pay as a professional need. Other needs of more than one response, identified in the coaching session between part-time faculty and administrator, were the need to appear on a television talk show and the need for an orientation to teaching. Seven other growth needs received individual selections.

TABLE III

LIST OF PROFESSIONAL GROWTH NEEDS OF PART-TIME FACULTY

N=75

Professional Growth Needs	Number of Instructors Identifying Need
1. To attend a workshop on techniques of teaching and methods of teaching adults	7
2. To increase pay of instructors	5
3. To appear on television interview show	3
4. To receive an orientation to teaching, i.e., procedures for enrollment of students, etc.	2
5. To improve ability to write course objectives	1
6. To attend a workshop on how adults learn	1
7. To attend summer seminar on teaching techniques and practices of Parent Effectiveness Training	1
8. To improve understanding of the use of visual and audio aids, i.e. overlays, slides, and films	1
9. To read a book on "The Executive and ESP"	1
10. To get approval to teach a credit course	1
11. To attend a one week workshop on yoga to be held in the Bahama Islands	1
Sub Total	24*
Part-Time Faculty Identifying No Needs	54
Grand Total	78

*Three instructors selected two needs

Rank order of professional needs of instructors. After the professional needs of the instructors had been identified by the part-time faculty, the four members of the administrative team met in May to rank the needs, according to the priority of the administrative staff. Two considerations for ranking the needs were used by the staff: first, the ranking by part-time faculty and second, a consideration of the practicality of implementation, the cost of implementing an activity to meet the need, and the importance of the need to the Continuing Education program.

The two priority rankings (by part-time faculty, by administrative staff) of the professional growth needs of part-time faculty are shown in Table IV, A Comparison of Part-Time Faculty Professional Growth Needs as Ranked by Administrators and Part-Time Faculty. First on the administrative ranking is the need for orientation of faculty to teaching policies and procedures of the college. The second ranked need is to organize a workshop for part-time faculty techniques and methods of teaching adults; followed by the needs to improve ability to write course objectives; to increase instructor pay; to improve understanding of visual aid use and to appear on a television interview show. Other professional growth needs, in order, were: to read a book "The Executive and ESP"; to attend a workshop on how adults learn; to attend a summer institute on techniques of teaching Parent Effectiveness Training; to attend a yoga institute and to become qualified to teach a credit course.

TABLE IV

A COMPARISON OF PART-TIME FACULTY PROFESSIONAL GROWTH NEEDS AS RANKED BY ADMINISTRATORS AND PART-TIME FACULTY

	Priority Rank by Administrators N=4	Priority Rank by Faculty N=21
To receive an orientation to teaching, i.e., procedures and policies	1	4
To attend a workshop on techniques of teaching and methods of teaching adults	2	1
To improve ability to write course objectives	3	7.5*
To increase pay of instructors	4	2
To improve understanding of the use of visual and audio aids, i.e., overlays, slides and films	5	7.5*
To appear on television interview show	6	3
To read a book on "The Executive and ESP"	7	7.5*
To attend a workshop on how adults learn	8	7.5*
To attend summer seminar on teaching techniques of Parent Effectiveness Training	9	7.5*
To attend a one week workshop on yoga held in the Bahamas	10	7.5*
To get approval to teach a credit course	11	7.5*

*Seven way tie for frequency of response by faculty

Discussion of study results related to question one. Results from the coaching sessions to answer question one, "What are the professional growth needs of part-time faculty?" indicate in Table III that only twenty-one of the part-time instructors feel they have professional growth needs. Eleven professional growth needs were identified by twenty-one of the seventy-five part-time instructors and four administrators participating in the coaching sessions. The relatively small response to identifying professional growth needs by part-time faculty might be explained by the idea that: (1) part-time faculty perceive their professionalism as satisfactory, which might account for the few attempts or demands for part-time faculty developmental programs in institutions of higher education across the country; or (2) part-time faculty are not accustomed nor trained to identify professional growth needs. If, for example, an individual is ignorant of what constitutes an educational system, that individual would have difficulty discerning a need for such knowledge. The latter explanation seems more plausible to this researcher.

The second most frequently identified need by the part-time faculty in Table III was the need for increased instructor pay. Almost one quarter (21%) of all the responses indicated an instructor desire for more pay. There was a question raised by the administrative staff of Continuing Education as to the need for more pay being placed in a category of professional growth need. The staff agreed, although not unanimously, that the need for more instructor pay should remain in the category of professional needs. The relatively few responses for the need for increased pay indicates that (1) instructors may feel that more money is not a strong need and/or (2) that the coaching sessions probably were free from administrators influencing the identification of needs by the instructors, e.g., if the question had been asked: "Do you have a need for increased pay?" the number of responses identifying more pay as a need probably would be higher.

The rank order of professional needs by the part-time faculty and the rank order of the same needs by the administrative staff of Continuing Education as shown in Table IV were dissimilar. The administrative staff in Table IV ranked as number one a faculty need for an orientation to procedures because this need was felt to be equally important, easier to implement and less costly than the need ranked first by the part-time faculty, a workshop on teaching techniques for adults. The third ranked need by the administrative staff, the need for part-time faculty to improve ability to write course objectives, was placed ahead of the need for increased faculty pay because the accountability for what is taught in a course and the clarity of the objectives, is to be closely related to state funding for a course. In other words, before there will be any additional funds available for possible part-time faculty pay increases, the courses are to be well documented as to their objectives. The part-time instructors will need to be able to write adequate course objectives before funds for support of courses in the Continuing Education program will be provided by the state of Florida.

Assessing attainment of objective number one. The objective to be reached in the evaluation plan for part-time faculty that is related to question one is: "Professional growth needs of part-time faculty will be identified by faculty individually in the coaching sessions, then grouped and ranked according to priority established by the administrative staff." A measure of the effectiveness of the overall evaluation plan for part-time faculty at St. Petersburg Junior College is the attainment of the objectives of the plan.

The results, in Table III, show that eleven professional growth needs of the seventy-five part-time faculty were identified in the coaching sessions and were recorded by administrators. The most frequently mentioned professional need was to attend a workshop on techniques of teaching adults. The second most frequent need was that of increased instructor pay. The professional growth needs of the part-time faculty were ranked by the administrative staff of Continuing Education in Table IV using two considerations: rank by part-time faculty and priority placed on the need by administrators. The first ranked priority by the administrative staff was the need to provide an orientation to the faculty of the procedures to be followed in the instructional process. Second priority was the need for a workshop on techniques of teaching adults. Nine other needs were similarly ranked. Therefore, objective number one is assessed as being attained, although not completely, since only 21 of 75 instructors were able to identify professional growth needs.

Results Related to Question Two

The second question is to identify what improvement strategies in instruction, curriculum and support services are made by part-time faculty during coaching sessions with the Continuing Education staff.

Improvement strategies. All seventy-five instructors met individually with an administrator in a coaching session to develop strategies for the improvement of existing conditions or practices in instruction. The coaching session is a meeting where one administrator and one instructor review the instructor's self-assessment of his course and develop mutually agreeable strategies for improvement of instruction, curriculum and support activities. Of the seventy-five instructors participating in the study, sixty, or 80%, did develop strategies to improve instruction. The instructors, with administrators coaching them, developed one hundred twenty-four strategies. Appendix I lists the one hundred twenty-four strategies in the three categories of instruction, curriculum and support services. Support activities, as shown in Table V, received the most attention from participants with fifty, or 40.3% of the improvement strategies. Instruction was next with 32.3% and curriculum had 27.4% or 34 strategies for improvement. Table V, "Strategies for Improvement of the Educational Program," shows the breakdown by categories of strategies and per cent of strategies for each category (improvement of instruction, curriculum and support activities) that were developed in the coaching sessions by instructors and administrators.

As shown in Table VI, "Strategies to Improve the Educational Program Related to Instructional Techniques," there were twelve strategies to improve instructional techniques that were identified by twenty-six of the seventy-five part-time faculty and four administrators meeting in coaching sessions. The total number of strategies was forty (appendix I), however comparable strategies were combined by this researcher to reduce the list to twelve with the frequency of identification shown in the right-hand column. The most frequent strategy identified to improve instructional technique was the use of additional audio and visual material, followed by the use of various assessment methods to determine student attainment of objectives before and after instruction. These two

TABLE V

STRATEGIES FOR IMPROVEMENT OF THE EDUCATIONAL PROGRAM

N=60

	Number of Strategies		Per Cent of Total Strategies
Curriculum	34		27.4%
Instruction	40		32.3%
Support Activities	50		40.3%
Total	124	Total	100%

strategies comprised almost half of the techniques that are to be used by part-time faculty to improve instruction.

Twenty-seven of the seventy-five part-time faculty and four administrators meeting in coaching sessions were able to identify thirty-four items needing improvement that were related to curriculum (appendix I). Strategies to improve curriculum were condensed by the researcher into seven comparable strategies as shown in Table VII. The most frequent strategy to improve curriculum is the revision or development of a written course outline by the part-time instructor. The second and third most popular strategies are a change, by either expansion or a decrease, in the number of topics covered in the course curriculum and a change in the curriculum to more closely parallel the level of experience of the participant. A list of strategies to improve curriculum is found in Table VII, "Strategies to Improve the Educational Program Related to Curriculum."

TABLE VI

STRATEGIES TO IMPROVE THE EDUCATIONAL PROGRAM RELATED TO INSTRUCTIONAL TECHNIQUES
N=26

	Strategies Identified	Frequency of Identification
1.	To develop or obtain and utilize more audio and visual material	10
2.	To use various assessment methods to determine student attainment of objectives before and after instruction	8
3.	To provide more time for students to ask questions and for individual attention, i.e. smaller classes or specific time periods for questions	5
4.	To emphasize important points more frequently and minimize lesser points	4
5.	To provide more class handouts	4
6.	To develop techniques to involve participants with learning, i.e. case studies of individuals and role playing	3
7.	To change the meeting times of the class to one hour per class session	1
8.	To assign specific projects for participants earlier in the course	1
9.	To arrange for additional field trips	1
10.	To develop student behavioral objectives for the course	1
11.	To arrange for guest lecturers to speak on topics of special interest to class	1
12.	To talk more slowly and distinctly in class	1
	TOTAL	40

TABLE VII

STRATEGIES TO IMPROVE THE
EDUCATIONAL PROGRAM RELATED TO CURRICULUM
N=27

Strategies Identified	Frequency of Identification
1. To revise or develop a written course outline for the course file	16
2. To revise the course curriculum by increasing or decreasing the number of topics covered in class	4
3. To change complexity of curriculum to more closely meet the level of student experience	4
4. To revise the course curriculum by extending course hours	3
5. To use a new text for the course	3
6. To survey participants, past and present, for suggestions on improvement of course curriculum	3
7. To change curriculum to keep aligned with technological change	1
TOTAL	34

Strategies for improvement of support efforts for instruction received the most mention in the coaching sessions with fifty strategies being identified by twenty-nine of the seventy-five part-time faculty and four administrators (appendix I). The fifty strategies for improvement of support efforts that were identified in the coaching sessions were condensed into twelve comparable strategies by the researcher and are shown in Table VIII. The most frequently identified strategy for administrators to accomplish is the arrangement of special

TABLE VIII

STRATEGIES TO IMPROVE THE EDUCATIONAL PROGRAM RELATED TO ADMINISTRATIVE SUPPORT EFFORTS
N=29

	Strategies Identified	Frequency of Identification
1.	To arrange for reservation of special equipment for classes, e.g., arrhythmia Annie, use of the greenhouse	12
2.	To improve classroom facilities, i.e., furniture arrangement, temperature, etc.	10
3.	To provide a sustained course information effort through multi-media means	6
4.	To improve procedures for administrative support, i.e., send class rosters sooner, maintain a file on course material	5
5.	To provide support services for establishing new or additional course offerings	5
6.	To determine new fees for course participants	4
7.	To develop cooperative community support for sponsorship of instructional services	3
8.	To establish procedure for part-time faculty use of library	1
9.	To provide for smooth movement of class location during campus construction	1
10.	To arrange for additional pay periods for instructors teaching multiple class sections	1
1.	To provide space for display or storage of class materials	1
12.	To provide a certification of course completion	1
	TOTAL	50

equipment to be available for a class. The second most mentioned strategy is the improvement of classroom facilities such as the arrangement of furniture, air conditioning temperature, etc. These two comprised almost half (22 out of 50) of the strategies for improvement of support efforts. The complete list of twelve strategies to improve instructional support efforts are listed in Table VIII, "Strategies to Improve the Educational Program Related to Administrative Support Efforts."

Discussion of results related to question two. The results that answer the question, "What improvement strategies can be identified by part-time faculty in coaching sessions?" indicate that there were two important outcomes: (1) 80% of the part-time faculty developed improvement strategies; and (2) the largest number of improvement strategies were developed in the category of instructional support activities.

The first important result was that the instructors responded very well to self-evaluation and the coaching sessions by developing one hundred and twenty-four strategies to improve the educational program. The total number of faculty who participated in developing strategies for improvement affirm that the evaluation plan for part-time faculty was effective for sixty instructors. Sixty instructors, or 80% of the faculty participating in the study, developed strategies to improve their instruction, curriculum or support services.

A second important result was that the instructional support activities were the highest per cent (40.3%) of improvement strategies identified. The number of support activities for administrators to accomplish indicates that the tactic to involve all aspects of an educational program in an evaluation plan is an effective technique. In addition to the activity of the instructor, this faculty evaluation plan involved the activity of administrators and their responsibility for instruction. The level or quality of support services has never before been determined at this college and until this study there were no figures to indicate the quality of administrative support for instruction.

During the conducting of the coaching sessions for this project, interesting events occurred which inject a more personal aspect into the results of the study than does straight reporting of data.

In one coaching session, the need identified was what to do about the varying backgrounds of knowledge of adults participating in the class. In the previous classes the instructor had taught there were always one or more participants who had exceptional knowledge in certain areas of the curriculum. Occasionally, the participant's knowledge was broader and in more depth than that of the instructor. The problem was to discover these individuals as soon as possible, so as to make use of their knowledge by sharing it with the class or to possibly expand the curriculum if many in the class have mastered some of the curriculum before enrolling. A discussion in the coaching session of the self instruction book (appendix C) resulted in a decision by the instructor and administration to use a pre and post assessment form for the determination of the background of the class participants. This form would have to be developed by the instructor with coaching by the administrator.

The entire event was important for the professional growth of the instructor in developing the assessment form and also for the interest and enthusiasm generated by the instructor. She became very intense upon improvement of her course and since that coaching session has begun a textbook for the course because no formal text existed.

Assessing attainment of objective number two. The objective to be reached in the evaluation plan for part-time faculty that is related to question two is: "All participating faculty will meet individually with an administrator in a coaching session to conduct self-assessment of their teaching and develop strategies to improve curriculum, instruction and support services for instruction." The attainment of the objective is a measure of the effectiveness of the overall evaluation plan for part-time faculty at St. Petersburg Junior College.

The results show that each of seventy-five part-time faculty who participated in this study met once with an administrative staff member of Continuing Education at a coaching session. Eighty per cent (80%) of the part-time instructors developed a strategy to improve instruction, curriculum and support services. One hundred twenty-four strategies were developed. As shown in Table V, the area of support services had fifty strategies (40.3%), instruction forty strategies (32.3%) and curriculum thirty-four strategies (27.4%). The most frequently identified strategy of all areas (Tables VI, VII, VIII) was the revisement or development of a written course outline, which was included in the curriculum area. The second most frequently identified strategy was the plan for arrangement of special equipment to be used in the support of instruction. The third most frequently identified strategy was a tie between the use of additional audio-visual material to improve instructional technique and the arrangement of facilities to support instruction in an improved manner. Therefore, objective number two is assessed as being attained since all seventy-five part-time faculty met in a coaching session and all considered improvement strategies, although less than all participants (80%) actually developed strategies.

Results Related to Question Three

The third question is how costly will the evaluation plan be in time and dollars? Objective number three of the study was to determine the cost of implementing the coaching sessions in the evaluation plan by developing a cost/effort index.

An Individual Performance Review Form (appendix A) was completed for each of the seventy-five faculty participating in the study by one of four administrators in Continuing Education, i.e. the director and three coordinators, during the coaching sessions. The data, consisting of the number of strategies for improvement (New Objectives), the number of needs for professional growth (In-Service Needs) and the time spent in coaching sessions (Time Involved), were compiled by the researcher after the sessions were completed.

Cost of the evaluation plan. The cost of the evaluation plan for part-time faculty was computed by totaling the time spent by each administrator in coaching sessions with part-time faculty and comparing the time and the dollar equivalent with the number of results from the sessions, i.e. strategies for improvement of instruction and professional growth needs, to obtain a cost/effort index.

The four administrative staff of Continuing Education spent a total of 2193 minutes, or 36.5 hours in coaching sessions with seventy-five part-time faculty (Table IX). The total number of efforts or strategies to improve instruction that were developed and the needs identified were 135. The time/effort index is 16.2 minutes for each effort obtained by dividing the administrator time in session, 2193 minutes, by the number of results from the coaching sessions, 135 results, or 16.2 minutes for every strategy and need. The cost per effort index as shown in Table IX is $2.39 to 1, which was derived by multiplying the hourly rate of four administrators $8.83/hour (obtained by dividing the total combined administrative salary of $73,500 by the total working hours per year, 8320 hours, or $8.83/hour) times the administrative hours spent in coaching session, 36.5 hours and divided by 135 strategies and needs. Therefore, for every professional growth need identified and every strategy developed for the improvement of instruction, the cost was only $2.39 in salaried time of the administrators. This cost represents slightly less than one half of one per cent (.004%) of the total yearly administrative salaries. The entire evaluation process for coaching part-time faculty cost three hundred and twenty-two dollars ($322) in administrators' time. Table IX, Comparison of Administrator Cost/Effort Index in coaching sessions, shows the relationship between administrators' time and effort in their coaching sessions.

Discussion of study results related to question three. The purpose of determining the cost data in the study was to derive information in order to know how costly the coaching sessions are and to provide a basis for comparing future cost/efforts of participants in the evaluation plan. The study results in Table IX show the range of cost in effort index for each administrator is from $1.75 to $2.91 for each effort with a total index for the Continuing Education Division of $2.39/1. The range in the index for administrators was due to the differences in time

TABLE IX

COMPARISON OF ADMINISTRATOR COST/EFFORT INDEX IN COACHING SESSIONS

Administrators	(Minutes) Time	Efforts	Time/Effort Index	Cost/Effort Index
Director	592	34	17.4/1	$2.56/1
Coordinator A	238	12	19.8/1	$2.91/1
Coordinator B	323	27	12.0/1	$1.75/1
Coordinator C	1040	62	16.8/1	$2.45/1
TOTALS	2193	135	16.2/1	$2.39/1

each spent in the sessions. The differences in the number of improvement strategies developed in the coaching sessions also accounts for the range in cost/effort index for each administrator.

The results of the study clearly indicate that the evaluation plan for part-time faculty is inexpensive to operate with only $322 of administrative time used for evaluation in the coaching sessions. The total administrator cost is slightly under one half of one per cent (.004%) of the total yearly salary of four administrators. The .004% is an improvement over the .005% of administrative yearly salary spent on faculty evaluation that was reported by Menzie (1973).

The results in Table IX show an index of administrator time spent in coaching sessions that is important to this study in several ways: (1) there has not been a cost for evaluation of part-time faculty reported in the literature before this study; (2) the cost/effort index will provide an objective comparison for evaluating the performance of

Continuing Education administrators at this college by determining how well they are able to improve the index in the future; and (3) the cost/effort index provides a way for administrators to compare evaluation plans at other institutions with the results reported in this study.

Assessing attainment of objective number three. The objective to be reached in the evaluation plan for part-time faculty that is related to question three is: "Accountability for the evaluation coaching sessions will be established by a cost/effort index that identifies the dollars of administrative time spent for every strategy and need developed or identified in the coaching session." A measure of the effectiveness of the overall evaluation plan for part-time faculty at St. Petersburg Junior College is the attainment of the objective of the plan.

The results show that a cost/effort index of $2.39/1 was compiled using the time spent by administrators in the coaching sessions, the number of strategies to improve instruction, curriculum and support services and the part-time faculty needs for professional growth to derive the index. The cost/effort index represents a ratio that for every one of the one hundred and thirty-five (135)strategies for improvement of the educational program developed and professional growth needs identified, there was $2.39 of administrative time spent in coaching. The total number of hours spent in coaching sessions by Continuing Education administrative staff was 36.5 hours which is an investment of three hundred and twenty-two dollars ($322). For each effort, i.e., strategy or need, to be developed in the coaching session, the administrative staff spent an average of 16.2 minutes. The average time in the coaching sessions was 29.2 minutes. Therefore, objective number three is assessed as being attained.

Results Related to Question Four

The fourth question is to determine if participants show a significant change on a pre and post self assessment of understanding of adult education.

Part-time faculty professional growth. For the measure of faculty growth, the data, consisting of faculty self-rated scores on a pre and post test, were recorded by instructors on a Revision Data Sheet (appendix B) and sent in to Continuing Education office.

Revision Data Sheets were returned by thirty-seven of the seventy-five instructors participating in the study, or 49% of the total. The researcher sent an introductory letter (appendix G) with the self-instruction orientation book to instructors in October,1974, which resulted in twenty sheets being returned. A follow-up memo was sent in March, 1975 (appendix H), to instructors who had not returned the revision sheets urging them to complete the book and return the revision sheet. An additional 17 revision sheets were returned from this second request. Of the total returned, four pre and post scores were not usable in the study because they were incompletely filled out or not filled out at all. Four instructors indicated they did not complete the revision sheet because they felt the task took too much of their time.

In Table X, Scores from Faculty Self-Evaluation of Ability to Accomplish Six Objectives, results for thirty-three revision sheets show that the mean of the scores on the pre assessment was 21.48 (out of a possible 30) and 26.94 was the mean of the post scores. After completing the book, part-time instructors were able to increase their scores by 5.4 points.

TABLE X

SCORES OF FACULTY SELF-EVALUATION ON ABILITY TO ACCOMPLISH SIX OBJECTIVES

	Assessment Scores Prior to Self-Instruction	Assessment Scores After Self-Instruction
N	33	33
ΣN	709	889
ΣN^2	16,046.2	24,183.6
$\bar{X}$	21.48	26.94

A t-test was made on the data from the pre and post scores to see if the difference between the two means was significant at the .05 level of confidence. Using the formula $s^2 = \frac{N\Sigma X^2 - (\Sigma X)^2}{N(N-N)}$, the calculation showed that the difference between the two means is significant at the .05 level of confidence with p=1.67.

Dividing the returned revision sheets into groups of inexperienced part-time faculty who have not taught before and experienced part-time faculty, shows that the self instruction book "An Introduction to Continuing Education" (appendix C) was more effective with new teachers than with experienced part-time instructors. As shown in Table XI, part-time teachers, who have not taught at St. Petersburg Junior College, increased their mean scores from 19.5 on the pre assessment to 26.4 on the post assessment, an increase of 6.9 points. Experienced part-time faculty increased their mean scores on the pre and post assessment from 22.3 to 27.1, an increase of 4.8 points upon completion of the self-instruction book.

TABLE XI

COMPARISON OF SCORES OF EXPERIENCED AND NEW PART-TIME FACULTY TO ACCOMPLISH SIX OBJECTIVES

	New Instructors N=10	Experienced Instructors N=23
Pre-Test Mean Scores	19.5	22.3
Post-Test Mean Scores	26.4	27.1
Change in Mean Scores	6.9	4.83
Significant	Yes	Yes

A t-test was made on the data from new instructors' and experienced instructors' use of pre and post assessment forms. Using the formula $s^2 = \frac{N\Sigma X^2 - (\Sigma X)^2}{N(N-N)}$, the calculation showed that the difference between the mean scores on the pre and post test for the new instructors and also for the inexperienced instructors was significant at the .05 level of confidence.

Discussion of study results related to question four. Question four asks "Do participants show a significant change on a pre and post self-assessment of understanding of adult education?" The self-instruction orientation book "An Introduction to Continuing Education," written for part-time faculty, is effective in producing faculty growth in understanding of adult education, particularly with faculty who have not taught before with the college. As a group, part-time faculty as shown in Table X were able to significantly increase their professional growth by 5.46 points on a 30 point scale after completing the self-instruction book an "Introduction to Continuing Education." The difference in scores before beginning the book and after completion of the book is statistically significant in that the change in scores was not a chance occurrence. The cause of the improved scores is inferred to be the result of completion of the self-instruction book. A comparison of the results of the post assessment scores from this study with the results from a pilot study by Fellows and Keene (1973) show that of sixteen faculty and administrators participating in the pilot study, the mean score by self-assessment after completing the orientation book was equivalent to 23.6. The self-instruction pilot text was substantially modified for this study and the improvement is reflected in the mean of the post scores which are 3.3 points higher in this study than in the pilot study.

New instructors increased their scores by 6.9 points on a pre and post assessment of ability to accomplish six objectives related to adult education as shown in Table XI. Experienced instructors were below that figure with a 4.8 point improvement in the mean of the assessment scores. New teachers would be expected to make a greater gain in score if the book is effective, because of their lack of teaching experience. Both new and experienced part-time faculty show a significant improvement in post assessment scores which is assumed to be because of the completion of the self-instruction book. Experienced teachers could be expected to score higher on the pre and post assessments because of greater background in teaching adults. Again, if the book is effective, new instructors would be expected to show the greatest overall gain in points between the pre and post assessment. The results of the study, Table XI, confirm these expectations.

Assessing attainment of objective number four. The objective to be reached in the evaluation plan for part-time faculty that is related to question four is: "All instructors who complete the self-instructional book "An Introduction to Continuing Education" (appendix C) will use a pre and post assessment to verify a significant improvement, at the .05 level of confidence, in their understanding of adult education." The attainment of the objectives is a measure of the effectiveness of the overall evaluation plan for part-time faculty at St. Petersburg Junior College.

The results show that of the thirty-seven part-time instructors who completed the self-instruction book, thirty-three (89%) returned usable Revision Data Sheets to verify scores on the pre and post assessment of learning. As a group, the part-time faculty were able to significantly increase their scores at the .05 level of confidence, with p=1.67. Part-time faculty increased the mean scores from pre to post assessment on the self-instruction book by 5.46 points. Inexperienced part-time faculty improved by 6.9 points and experienced part-time faculty improved by 4.8 points on a thirty point scale. Therefore, objective number four is assessed as being attained since all instructors who used the pre and post assessment form to determine significance of improvement in understanding of adult education, showed a statistically significant improvement at the .05 level of confidence.

Results Related to Question Five

The fifth question determined the effectiveness of the self-instruction book, "An Introduction to Continuing Education," introducing concepts of teaching adults. The data, consisting of yes and no responses of part-time faculty to an effectiveness questionnaire, were collected from the Revision Data Sheet (appendix B).

In completing the questionnaire, all instructors answered three questions on the effectiveness of the self-instruction book. Instructors, who had yet not returned their Revision Data Sheet, were sent a follow-up memo (appendix H) in March 1975, by the researcher, to urge that they complete the self-instruction book and return the revision sheet. Seventeen Revision Data Sheets in addition to the original twenty were returned after this request. A total of thirty-seven of a possible seventy-five Revision Data Sheets in the study, or 49%, were returned.

Effectiveness of self-instruction orientation. Results from the thirty-seven returned revision sheets show that an overwhelming majority of part-time faculty who returned the forms felt that the book was effective in developing a perspective for teaching adults. In response to the first question "Did the material in this unit assist you in preparing to teach?" the part-time faculty checked 78% yes and 22% no. In response to the second question "Do you now feel that you have a clearer understanding of the purpose of Continuing Education?" the part-time faculty checked 89% yes and 11% no. In response to the third question "Do you now feel that you have a clearer understanding of the teaching process?" the part-time faculty checked 95% yes and 5% no. A summary of responses of part-time faculty to "An Introduction to Continuing Education" (appendix C) is shown in Table XII, Part-Time Faculty Effectiveness Rating of an Orientation Book. Answers are shown by new part-time faculty; i.e. instructors who have not taught before with the college, by instructors who have previously taught with Continuing Education and by total responses.

TABLE XII

PART-TIME FACULTY
EFFECTIVENESS RATING OF AN ORIENTATION BOOK

Questions	New Instructor Responses N=10		Experienced Instructor Responses N=27		Total Responses N=37	
	YES	NO	YES	NO	YES	NO
1. Did the material in this unit assist you in preparing to teach?	90%	10%	74%	26%	78%	22%
2. Do you now feel that you have a clearer understanding of the purpose of Continuing Education? . . .	100%	-	85%	15%	89%	11%
3. Do you now feel that you have a clearer understanding of the teaching process?	100%	-	93%	7%	95%	5%

A serendipity finding of the study are the comments by the instructors regarding the self instruction. Instructors summarized their total impression of the book, "An Introduction to Continuing Education" in a sentence or two on the Revision Data Sheet (appendix B). These responses were not intended to be part of the study. However, the responses add considerable insight to the effectiveness of the book and are excellent original commentary by part-time faculty. The responses are included verbatim in appendix E, Part-Time Faculty Impressions of the Self-Instruction Orientation Book.

Discussion of study results related to question five. The fifth question determined that a majority of participants feel that the self-instruction unit is effective in introducing the teaching of adults to part-time faculty.

The effectiveness of the self-instruction book (Table XII) as a learning technique to orient part-time faculty to continuing education is exceptionally high with 78% to 95% of the part-time instructors agreeing that the book is effective. The book is especially effective with instructors who are new to teaching with unanimous agreement on two out of three questions that the book "An Introduction to Continuing Education" is effective in preparing part-time faculty to teach.

An important result of the study is the difference between experienced teachers and new teachers in their rating of the orientation book. New part-time teachers rated the effectiveness of the book from 7% to 16% higher than experienced part-time instructors. Because of the background experienced instructors have with teaching adults, they would be expected to rate the effectiveness of the introductory, self-instruction book not as high as new instructors. However, even the effectiveness rating of experienced instructors was high with 74% to 93% agreeing the book was helpful. One could conclude that as a book to introduce continuing education, the self-instructional unit does an effective job.

In addition, the impressions of the part-time faculty of the text "An Introduction to Continuing Education" (appendix C) are favorable and indicate a useful, interesting, worthwhile and instructive timesaver for part-time instructors. The book is also valuable to the administrative staff in Continuing Education by saving their time which otherwise would be used for developing concepts of teaching adults with the part-time faculty.

Assessing attainment of objective number five. The objective to be reached in the evaluation plan for part-time faculty that is related to question five is: "All instructors who complete the self-instruction book 'An Introduction to Continuing Education' (appendix C) will use a Revision Data Sheet questionnaire (appendix B) to evaluate whether the book is an effective learning technique for part-time faculty." Reaching the objectives are a measure of the effectiveness of the overall evaluation plan for part-time faculty.

The results show that all thirty-seven part-time instructors, who completed the self-instruction book, used a Revision Data Sheet to evaluate the book as an effective learning technique. Seventy-eight per cent (78%) to ninety-five per cent (95%) of all thirty-seven part-time faculty, ninety per cent (90%) to one hundred per cent (100%) of inexperienced instructors and seventy-four per cent (74%) to ninety-three per cent (93%) of experienced instructors agreed that the book was effective. Therefore, objective number five is assessed as being attained.

Chapter 5

SUMMARY AND IMPLICATIONS

In community/junior colleges in the 70's there is a new wave of interest in evaluation of faculty, pushed by demands of legislators to account for the use of public funds and by educators who are caught between rising educational costs and competition for state revenue dollars (Miller, 1972).

One of the major reasons for educators to examine their evaluation of faculty has been the failure of current faculty evaluation plans to bring about effective results for the effort expended. Far too many evaluation plans for faculty in colleges today do not improve or remove incompetent teachers nor is improvement in teaching performance a consequence (Richardson, 1973). Further, evaluation plans for part-time faculty have largely been neglected throughout community/junior colleges, even though the use of part-time instructors is increasing. Teachers working on part-time basis comprise approximately forty per cent (40%) of the community/junior college faculty (Bender and Hammons, 1972).

Another major reason for educators to examine their evaluation of faculty has been the need for community/junior colleges to fully develop the potential of faculty, the failure of which is candidly assailed by Lahti (1975) and Cohen (1974). The development of professional growth and involvement of instructors with the evaluation process is needed as an integral component of evaluation of faculty in community/

junior colleges. Through the use of techniques to involve faculty, such as faculty self-evaluation and self instruction, the effectiveness of evaluation of part-time and full-time faculty can be improved. Faculty participation is an alternative to evaluation plans for faculty that are based solely on the judgment of one's performance. Judgment evaluation of faculty performance in many institutions has not been effective and attempts to develop new approaches are needed.

> The ultimate goal of all faculty evaluation processes should be the development of the instructor as a professional person....Evaluation must not judge the person; it must relate to his effects (Cohen, 1974, p. 17).

SUMMARY

Purpose of the Applied Research Project

The purpose of this applied research project was to develop and test an evaluation plan for part-time faculty at St. Petersburg Junior College that: (1) improves instruction, curriculum and support services; (2) contributes to instructor professional growth; (3) identifies professional growth needs of instructors; and (4) provides a rank order list of instructor professional growth needs.

The Objectives of the Evaluation Plan

The effectiveness of the evaluation study for part-time faculty was to be determined by whether objectives of the plan are attained. The objectives, developed by the Continuing Education staff, were:

1. Professional growth needs of part-time faculty will be identified by faculty individually in the coaching sessions, then grouped and ranked according to a priority established by the administrative staff.

2. All participating faculty will meet individually with an administrator in a coaching session to conduct self-assessment of their teaching and develop strategies to improve curriculum, instruction and support services for instruction.

3. Accountability for the evaluation coaching sessions will be established by a cost/effort index that identifies the dollars of administrative time spent for every strategy and need developed or identified in the coaching session.

4. All instructors who complete the self-instructional book "An Introduction to Continuing Education" (appendix C) will use a pre and post assessment to verify a significant improvement, at the .05 level of confidence, in their understanding of adult education.

5. All instructors who complete the self-instructional book "An Introduction to Continuing Education" (appendix C) will use a Revision Data Sheet questionnaire (appendix B) to evaluate whether the book is an effective learning tool for part-time faculty.

Correlating with the objectives are questions which direct the focus of the study:

1. What are the self-perceived professional growth needs of part-time faculty?

2. What improvements in instruction, curriculum, and support services can be identified by the part-time faculty?

3. How costly will the plan be in time and dollars?

4. Do participants show significant change on a pre and post self-assessment of understanding [illegible] adult education?

5. Do a majority of participants feel that the self-instruction unit is effective in introducing teaching of adults to part-time faculty?

Evaluation Methods Selected

Self-evaluation and self-instruction by part-time faculty plus coaching of part-time faculty by administrators were methods used to carry out the plan for evaluation of part-time faculty. The methods were selected by the Continuing Education administrative staff to involve the part-time faculty in the process of evaluation. Part-time instructors: (1) self-evaluated their course and professional growth needs; (2) tried self-instruction to promote professional growth; and (3) participated in coaching sessions to improve instruction, curriculum and support services and identify needs. Administrators in Continuing Education participated through coaching of part-time faculty and the ranking of part-time faculty professional growth needs.

Procedures for Implementation

To accomplish the evaluation of part-time faculty, a plan was developed that has six components that describe the procedures for carrying out the study.

1. The first component of the evaluation plan for part-time faculty is the actual development of the overall plan by the administrative staff team of the Division of Continuing Education. Three coordinators and the director met during August and September of 1974 to discuss the problem and develop a plan for evaluation of part-time faculty. Development of the plan was accomplished by systematically completing the following phases: (1) define the purpose; (2) identify objectives; (3) select methods; (4) implement procedures; (5) assess attainment of objectives; and (6) make recommendations.

2. The second component of the plan is the involvement of participants in the study.

a. A letter introducing the evaluation plan and a self-instruction book, "An Introduction to Continuing Education" was sent to part-time faculty.

b. Instructors prepared for teaching adults by completing the self-instruction book "An Introduction to Continuing Education", prior to beginning their class instruction.

c. Instructors self-evaluated their teaching and professional growth.

d. One coaching meeting between each instructor and administrator was arranged, by either of the two parties, after the instructor's course was completed.

3. The third component of the plan is a questionnaire for instructors to rate the self-instruction book "An Introduction to Continuing Education" on its effectiveness in preparing them to teach.

4. The fourth compenent of the plan is a self-evaluation by part-time faculty.

a. Instructors self-evaluated their professional growth in understanding of adult education prior to starting the self instruction book and again after completion of the book. Criteria on which they rated themslves were the objectives of the text, "An Introduction to Continuing Education".

b. After completion of their course, instructors self-evaluated their own teaching to identify areas of improvement. Evaluation considerations were student attendance in class, reasons for refund requests, complaints, student achievement, suitability of classroom facilities and support services.

5. The fifth component of the plan is the coaching session between an instructor and administrator.

   a. After the completion of his courses(s), each instructor met once with a Continuing Education administrator to discuss the instructor's self-evaluation of instruction and to decide items that need to be improved. Each instructor developed ideas on what needs to be improved and strategies for improvement were developed with coaching by the administrator.

   b. In the session, the faculty person identified his own professional growth needs. The administrator also identified his perceptions of the faculty person's needs. The coaching session was used to help clarify the professional needs of the instructor.

6. The sixth component of the study is the recording of data on forms.

   a. A record of strategies for improvement of instruction, curriculum, and support services was made by the administrator on the Individual Performance Review Form during the coaching session.

   b. A record of professional needs of the instructor was logged by an administrator on the Individual Performance Review Form during the coaching session.

   c. Faculty used the Revision Data Sheet to individually record the scores from the pre and post assessment forms and to record responses to the three questions on the effectiveness of the self-instruction book.

7. The seventh component of the study is future action to be taken by those involved. The professional needs of instructors were ranked by the administrative staff to provide a priority for meeting the needs.

8. The eighth component of the study is the administrative staff team evaluation of the effectiveness of the overall research study by a comparison of the objectives of the plan with the results to determine which objectives were attained.

Results Obtained

The results, in relation to the order of questions investigated, are: (1)the development of a priority ranking (Tables III, IV) of eleven part-time faculty growth needs; (2)the identification of one hundred twenty-four strategies(Tables V,VI,VII,VIII) to improve instruction, curriculum, and support services which were mutually determined by part-time faculty and administrators; (3)the development of a definitive accountability (Table IX) for conducting the coaching sessions by a cost/effort index of $2.39/1; (4)a significant growth (Tables X, XI) in professional understanding of continuing education by the part-time faculty; and (5) a rating of text effectiveness (Table XII) by 78% - 95% of all part-time faculty, who completed the self-instruction book "An Introduction to Continuing Education," which indicated that the text was effective in preparing them to teach.

Each of the five objectives of the evaluation plan for part-time faculty was assessed by the administrative staff of Continuing Education as being attained with minor exceptions. For objective number one, only twenty-one of seventy-five instructors (28%) were able to identify professional growth needs. For objective two, 80% of the part-time instructors (sixty of seventy-five) actually developed strategies to improve the educational program. In each of the other three objectives the precise objective was reached.

Conclusions

The conclusions of this applied research project are:

1. Part-time instructors of noncredit courses have few self-perceived needs for professional growth and development. There were eleven professional needs identified by twenty-one part-time faculty, for example a workshop on techniques of teaching adults. However, there were no needs mentioned by fifty-four part-time faculty persons during the coaching meeting with the Continuing Education administrator.

2. The self-instruction book for part-time faculty, "An Introduction to Continuing Education" is an effective method to develop knowledge for introducing the concepts of teaching adults. After completing the self-instruction book the part-time faculty increased their mean scores by more than six points on a self-assessed rating scale.

3. Individual part-time faculty reaction to the question of the effectiveness of the self-instruction book "An Introduction to Continuing Education" in preparing instructors to teach adults is very positive. From 78% to 95% of all part-time faculty responded that the book was effective in preparing them to teach. The book is more effective in introducing concepts of adult education for new part-time instructors than for experienced instructors.

4. Involvement of part-time instructors as evaluators of their

educational program in noncredit activities produces many strategies for improvement of those activities. Evaluation by part-time faculty, combined with assistance of a Continuing Education administrator through a coaching meeting, resulted in the mutual development by 80% of the participants of one hundred and twenty-four strategies to improve instruction, curriculum and support services.

5. The overall plan for evaluation of part-time faculty, that was developed in this study, is effective as a tool for formulating strategies for improvement of an educational program. However, the plan was less effective in the identification of part-time faculty professional growth needs. The study also showed that an evaluation plan for part-time faculty teaching noncredit courses can be implemented by instructors and administrators to produce effective results in developing a perspective of teaching adults.

6. Based on the strategies for improvement of the educational program developed in the study, the use of self-evaluation and self instruction by part-time faculty and the employment of coaching by administrators are effective methods in an evaluation plan for part-time faculty. Use of each method should be applicable to full-time faculty and consideration for using the methods should be given by other community/junior colleges who are interested in developing an evaluation plan for faculty that improves instruction, develops professional growth and identifies professional needs of the faculty.

7. The cost of conducting coaching meetings between part-time faculty and a Continuing Education administrator is a modest one. The total administrative time for conducting one coaching session with each part-time faculty was 36.5 hours. This time is equivalent to $322 of

administrators' salaries for coaching of seventy-five part-time faculty.

8. The most frequent instructional area for improvement is in the category of support services. Support services is a new area to be involved with faculty evaluation and one that is usually not involved in more traditional plans for evaluation of faculty in community/junior colleges.

Recommendations

For other colleges who may attempt to develop an evaluation plan for faculty, particularly part-time faculty in community/junior colleges, the Continuing Education staff recommends that:

1. The problem of matching available time of instructor and administrator should be taken into account and extra effort for arranging the coaching sessions should be anticipated. Finding the time for the instructor and Continuing Education administrator to meet in a coaching session was a problem throughout the study. Although the project's plan to involve seventy-five instructors was completed, a good deal of effort was involved in arranging for each of the coaching sessions which does not show in the results of the study.

2. Part-time faculty should be involved in the evaluation of their own instructional efforts. Methods that involve faculty in self-evaluation or self instruction accomplish a saving of time and develop opportunities for the faculty person to become interested in the objectives of the institution. Involvement also allows for the institution to participate in the professional development of the part-time faculty person.

3. Instructors who are teaching the same course should be brought together in small groups to form a team approach to improvement

of the educational program and identification of professional needs in order to minimize the time involved with evaluation of part-time faculty.

4. A priority for coaching should be given to part-time faculty as follows: (1) new part-time instructors; (2) experienced part-time instructors; and (3) regular junior college faculty who teach part-time in Continuing Education. The degree of involvement in the coaching process for each group might be 100% for group one, 50% for group two and a random selection by the administrative team for group three. Of the fifteen instructors who did not develop strategies for improvement of instruction, all were experienced teachers. Individual discussions with some of these instructors and their coaches, after the procedures for evaluation were completed, revealed that they perceived the sessions as a waste of time since they had no improvements in mind for a course they had taught many times.

5. A sharpening of the self-evaluation effort can be accomplished if administrators will provide a checklist of performance expectations for part-time faculty. The following is a suggested list which communicates the basic level of performance expected of part-time instructors. The list should be given to part-time faculty prior to their instruction.

a. All paperwork required to appoint a part-time position is completed and turned in by the instructor to personnel by no later than half way through the individual's course of instruction.

b. An outline of the course is to be prepared by the instructor and agreed upon by administrators. The outline should include the purpose of the course, learning outcomes and materials to be used in the instruction.

c. The instructor will meet each of his classes at the scheduled time and for the scheduled number of meetings.

d. A contract for teaching is to be obtained, signed and returned by the instructor.

e. Instruction is to follow a preplanned sequence of learning agreed upon in advance by administrators and the instructor.

f. Part-time faculty are to use classtime for purposes related to objectives of the class.

g. The instructor's conduct of instructor activities should be at a level which would preclude complaints from students being received in the Continuing Education Administrator office. This does not refer to content of the course or the physical setting of the classroom.

h. Class enrollment records are to be accurately maintained which includes the marking of attendance, adds and withdrawals, and accounting for all persons in the class as officially enrolled.

i. A class enrollment sheet, with attendance noted, is to be turned in signed by the instructor to Continuing Education along with results of required evaluations at the conclusion of the course.

Self-evaluation of instructional efforts by the part-time faculty brought about a general spirit of assistance or team effort and resulted in development of one hundred and twenty-four strategies for improvement of instruction, curriculum and support services.

6. Sustained efforts should be made by administrators to determine professional growth needs of part-time faculty. Few needs were identified by part-time faculty in this study. However, the feeling of the administrative team is that renewed efforts over a period of time will

gradually develop abilities of part-time faculty to perceive more of their professional needs.

7. The self-instruction book "An Introduction to Continuing Education" should be used for orientation of new part-time instructors to concepts of teaching adults.

8. A variable schedule of coaching sessions should be used in order to avoid a large number of persons seeking a coaching session at the end of a course. The coaching sessions could be varied by an administrator meeting with experienced teachers prior to their courses starting and with new teachers after their courses are completed. An ideal time for discussion of performance and coaching between experienced teacher and administrator might be when scheduling of a new class is being conducted.

IMPLICATIONS

From the results of this study (Tables IV, V, X, XI, XII) and the attainment of its objectives, one could infer that an effective evaluation plan for faculty, who are part-time teachers of noncredit courses, can be developed and implemented. Further, the methods employed in the study revealed no problems that would limit their potential use for other institutions of higher education, even with instructors teaching credit courses.

One of the major problems cited in this study on p. 34, was the neglect of part-time faculty by community/junior colleges. With employment of part-time faculty to teach noncredit courses for adults, the problem of neglect is compounded by the additional need for introducing concepts of teaching adults (continuing education) to the faculty person.

An easily implemented manageable, low cost, effective, self-instruction book for development of professional growth of part-time faculty would help to resolve the problem of neglect for the development of the part-time faculty person. The results of using a self-instruction book "An Introduction to Continuing Education" (Tables X, XI, XII) indicate a viable method of resolving this difficulty has been developed. The self-instruction book "An Introduction to Continuing Education" would appear suitable for other community/junior colleges with some modification. By using a broader introduction applicable to most institutions, the self-instruction book could be used for part-time faculty professional development in community/junior colleges across the nation.

Additional leadership will be required in the community/junior colleges if they are to improve their teaching performance, especially teaching performance of part-time faculty. Results from Table III, p. 57, show that professional needs for part-time faculty are not widely perceived by either instructors nor administrators. More effort needs to be made by administrators in community colleges towards discerning the professional growth needs of part-time faculty. To do a better job of identifying professional needs of part-time faculty, community/junior colleges will be required to overcome the delimitating notion that: "We don't know enough about the subject to know what we don't know." The administrator in community/junior colleges responsible for part-time faculty is the most likely person to be required to provide leadership in assessing professional growth needs of the part-time faculty. For example, the Florida Division of Community Colleges is requiring the use of objectives for accountability of noncredit courses which are usually taught by part-time instructors. Part-time instructors do not know that new requirements are being made, therefore cannot identify writing course objectives as a need for professional growth. The leadership must come from the full-time administrative staff of the college. This study has shown that some professional growth needs of instructors can be identified by part-time faculty. However, the few needs identified would indicate additional leadership is required by the administrative staff of the Continuing Education Division.

Other results of the study, for example Tables VI, VII, VIII, demonstrate that improvement in instruction, curriculum and support services can be developed through self-evaluation by part-time faculty and coaching from administrators and imply that more nonjudgmental type of evaluation for faculty should be attempted in community/junior colleges. The assisting or coaching of faculty, as shown in the study, has produced a strong team effort by both part-time faculty and administrators towards improvement in instruction, curriculum, and support services. An argument could be made for more emphasis on improvement of instruction by administrators working with the faculty member to improve his performance.

The professional need for increased pay expressed by part-time faculty in the evaluation process, will be recommended for adoption by this researcher in the 1976-77 college budget. Part-time faculty are currently paid at a rate of $10 per hour. As a result of this study, the rate will be recommended to increase by 25% from $10 to $12.50 per hour. The use of college staff and program development funds to implement the need for a workshop on techniques of teaching adults will be pursued by the Continuing Education administrative staff. In addition, discussions should be held by administrators in community colleges to determine if a mutual need exists for assisting the professional development of part-time faculty. This need could be met through cooperation among the colleges of a region to develop professional development for part-time faculty using resources of several community colleges.

Directions for Future Study

The Continuing Education staff were asked to comment and make recommendations for improvement in the evaluation plan during staff meetings at the end of the project. At these meetings, the staff reported comments, feelings and serendipity findings from the evaluation process. The staff meetings provided a medium for understanding of the overall picture of the evaluation plan for part-time faculty.

After the conclusion of this study, the following events could be anticipated: (1) Modification of the evaluation plan to incorporate recommended changes; (2) the self-instruction "Introduction to Continuing Education" book, along with a welcoming letter, will be sent only to faculty who are teaching for the college for the first time; and (3) if the coaching sessions to review faculty performance continue, the performance review form completed in a previous coaching session will be utilized.

One promising future aspect of this study is that the principal investigator, the director of Continuing Education, will present the study to the college faculty forum committee now studying how to improve evaluation of full-time faculty with the hope that the study may assist the forum in the development of a new faculty evaluation plan. In addition, the study will be presented, at the Fall, 1975, meeting of the Deans and Directors of Continuing Education/Community Services in Florida with the hope that other divisions of Continuing Education may utilize the evaluation plan with their part-time faculty.

An important result of the study is that future coaching sessions and self-evaluation of courses by instructors may utilize the strategies developed in this study as a basis for comparison and for measuring progress of the participants in the evaluation process. For example, the effectiveness of the support for instruction in the future can be determined by ascertaining how many of the strategies identified in this study were met or resolved by administrators when evaluation of part-time faculty is again conducted.

This major applied research project (MARP) at St. Petersburg Junior College met its objectives. However, additional research and study are needed to refine or develop improved methods of evaluation for part-time faculty.

The effectiveness of an evaluation plan for part-time faculty at other institutions using coaching sessions, self-evaluation and the self-instructional book "An Introduction to Continuing Education" needs further research to confirm a wider application of this MARP.

Further research needs to be done to identify other methods of individualizing the professional growth process of faculty. The self-instruction book "An Introduction to Continuing Education" was a successful attempt at improving the professional level of faculty. The idea of evaluation plans that assist the instructor to improve his teaching, needs to be further researched, perhaps with demonstration models using other methods. For example, a regional consortium of community/junior colleges could develop a project to provide a videotaped learning package for improvement in teaching techniques that would be viewed in the region individually by part-time instructors in the home or at a specified location. Auto-tutorial programs, computer-assisted instruction and other individualized methods for development of professional growth of part-time faculty should also be researched.

This major applied research project explored an almost untouched area of research: the improvement of the educational program which involves the use of part-time faculty teaching noncredit courses. Research into means of assisting part-time faculty and administrators in their responsibilities for education needs to be expanded. The trend for increased use of part-time instructors in community/junior colleges, plus the growing need in the next 25 years for continuing education in a rapidly changing society, would indicate that much is to be done in research to develop models, procedures, techniques, competencies and knowledge in this newest area of higher education.

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CONTINUING EDUCATION

INDIVIDUAL PERFORMANCE REVIEW

Instructor ______________________ Course(s) ______________

New Objectives	In-Service Needs

Data Sources Used (Check appropriate square)

☐ Letters
☐ Phone Calls
☐ In Person Contacts
☐ Student Reaction Sheet
☐ Refund Request
☐ Classroom Visitation
☐ Attendance
☐ Other______
____

Time Involved _____ Min. _____ Coordinator ______________________ Date

Comments:

Appendix B

REVISION DATA SHEET

Name______________________________ Course taught__________________________

Your views as to the value of this self instructional orientation will be useful in evaluating its effectiveness. When completed, remove and return only the revision data sheet to Continuing Education.

Did the material in this unit assist you in preparing to teach? Yes___ No___

Do you now feel that you have a clearer understanding of the purpose of Continuing Education? Yes___ No___

Do you now feel that you have a clearer understanding of the Teaching Process? Yes___ No___

What conclusions have you drawn as to how the unit was prepared? Check below.

___ Candid and terse
___ Too lengthy
___ Well written
___ Confusing
___ Poorly written
___ Other____________________________

Listed below are the sections of this orientation. Were they of help to you?

	Yes	No	Comments
Introduction	___	___	
Rationale	___	___	
Objectives	___	___	
Pre-Assessment	___	___	
Learning Activities:	___	___	
Purpose of Education	___	___	
Idea of Lifelong learning	___	___	
Purpose of Continuing Education	___	___	
How Adults learn best	___	___	
Planning to teach	___	___	
Post-Assessment	___	___	
Revision Data Sheet	___	___	

Summarize, in a sentence or two, your total impression of the self instruction orientation.

____

____

____

	Objectives	1	2	3	4	5	6	Total
Box Scores	Pre-Assessment							
	Post-Assessment							

Appendix C

AN
INTRODUCTION TO
CONTINUING EDUCATION

"A SELF INSTRUCTIONAL ORIENTATION FOR PART-TIME FACULTY"

PREPARED BY:

DAVID B. FELLOWS

DIRECTOR
CONTINUING EDUCATION

CONTINUING EDUCATION
ST. PETERSBURG JR. COLLEGE
ST. PETERSBURG, FLORIDA
AUGUST, 1974

CONTENTS

Topic Page

I. Introduction 1

II. Rationale 1

III. Objectives 2

IV. Pre-Assessment 3

V. Learning Activities 4

  A. The Purpose of Education 4
  B. The Idea of Lifelong Learning 4
  C. The Purpose of Continuing Education 7
  D. How Adults Learn Best 8
  E. Planning to Teach 15

VI. Post-Assessment 23

VII. Revision Data Sheet 24

VIII. Bibliography 25

INTRODUCTION

This orientation to adult education is designed to be self-instructional and should be read through prior to the beginning of your course. After reading each of the sections and completing the pre and post assessment, fill in the revision data sheet, remove it from the booklet, and return it to Continuing Education. Any questions you may have regarding this booklet should be directed to the continuing education staff.

RATIONALE

One of the major goals of St. Petersburg Junior College is to provide opportunities for learning through a community instructional program which is supplemental to the campus credit programs. Over the past few years this program has experienced an unusual increase in participants from 800 to over 18,000 per year which has necessitated the hiring of many part-time faculty from the college's regular faculty and from the community. Before each class, the continuing education staff attempts to meet with over 150 faculty to discuss procedures, policies, and the conduct of educational activity. There has been, however, no formalized orientation method available to insure that information is uniform, timely, consistent, and effective.

This self-instructional booklet has been developed to present information that may be helpful to you in improving your teaching ability. It contains information on the teaching of adults, how adults learn, a model of an instructional system, and an overview of continuing education. It is intended to be an orientation to teaching adults for the new teacher, the experienced teacher who has had little experience with continuing education activities, and as a review for other teachers.

In his article, The Planning of Instruction, Paul L. Dressel writes that systematic attempts to improve college teaching are rare. The emphasis in preparation for college teaching has been to master content rather than to give training in the teaching art. We have the opportunity here to modify and improve instruction by the use of this orientation booklet. Its use is experimental, and your evaluation via the revision data sheet is essential to providing appropriate feedback that will improve its effectiveness.

OBJECTIVES

After completing this instructional unit, you will be able to:

1. Write a definition for the term "continuing education".

2. Recognize at least five of the following concepts related to contemporary ideas in continuing education:

   a. Lifelong learning
   b. Andragogy
   c. Accelerating change
   d. Mobility of Americans
   e. Facilitating teaching role
   f. Natural way to learn
   g. Growth in continuing education

3. Given a list of the following nine factors surrounding the adult learning situation, check at least seven which you feel confident that you understand:

   a. Declining eyesight and hearing
   b. Values and interest stabilization
   c. Life experiences
   d. Reduced speed of reaction
   e. Previous education
   f. Resources of information
   g. Immediate usefulness of subject
   h. Readiness to learn
   i. Self concept

4. Select methods to use in determining why participants have enrolled in a learning opportunity.

5. Recreate the model of an instuctional system.

6. Evaluate this self-instructional unit and assess your satisfaction in the outcome.

PRE-ASSESSMENT

Please carefully read over the orientation objectives. Using a 5 point scale, rate each statement as to how well you presently feel able to accomplish each objective.

Scale:

Not at all — Very well

1 --- 2 --- 3 --- 4 --- 5

OBJECTIVES

To what extent do you feel able to: circle one

1. Write a definition of Continuing Education. 1 2 3 4 5

2. Recognize at least 5 of the following concepts related to contemporary ideas in Continuing Education.

   a. Lifelong learning ____
   b. Andragogy ____
   c. Accelerating change ____
   d. Mobility of Americans ____
   e. Facilitating teaching role ____
   f. Natural way to learn ____
   g. Growth in continuing education ____ 1 2 3 4 5

3. Given a list of the following nine factors surrounding the adult learning situation, check at least seven which you feel confident about understanding:

   a. Declining eyesight and hearing ____
   b. Values and interest stabilization ____
   c. Life experiences ____
   d. Reduced speed of reaction ____
   e. Previous education ____
   f. Resources of information ____
   g. Immediate usefulness of subject ____
   h. Readiness to learn ____
   i. Self concept ____ 1 2 3 4 5

4. Select methods to use in determining why participants have enrolled in a learning opportunity. 1 2 3 4 5

5. Recreate the model of an instructional system. 1 2 3 4 5

6. Evaluate this self-instruction unit and assess your satisfaction in the outcome. 1 2 3 4 5

After you have finished, please place your responses in the "boxscore" on the revision sheet near the end of the booklet. Place a number for each objective then total the ratings.

LEARNING ACTIVITIES

The Purpose of Education

Most theories of education describe the fundamental purpose of education as the transmittal of knowledge and culture from one generation to the next. Knowles (1972) identifies two conditions that must be present before this purpose may be met: first the quantity of knowledge to be taught is small enough to be packaged and understood, and secondly that change is occurring slow enough to allow the knowledge to be organized and delivered before it changes. Beginning with the 20th century, change began to occur so rapidly that these conditions could not be maintained and doubts as to the validity of the transmitting theory grew. In its place developed the notion that learning is continuous throughout the lifetime and that the purpose of education also is to stimulate the desire to learn and discover throughout one's lifetime in order to cope with change.

The Idea of Lifelong Learning

Change has become a constant in our culture. The rate of change is such that in one's lifetime there may be three or four different cultural periods. New technology, new social mores, sudden population growth, a mobile society, the expanding number of choices available for decisions, and the changes in institutions such as marriage and family living (Knowles, 1972 and Toffler, 1971) have simply overpowered the ability of educational agencies to carry out effectively a process of education in 12, 14, or 16 years.

There are perhaps four considerations that give viability to the concept of continuing education throughout a lifetime:

Life itself is learning. Each of us in our natural way to learn (when we are not being taught) experience as many as eight major learning episodes in a year, spending as much as 700 hours selecting a project, the resources, and helpers to achieve a sometimes vague goal (Tough, 1971). Education in its broadest sense does not end at graduation, but continues throughout a lifetime imersed in our daily activities. As Confuscius has said : "I hear and I forget
I See and I remember
I Do and I understand"

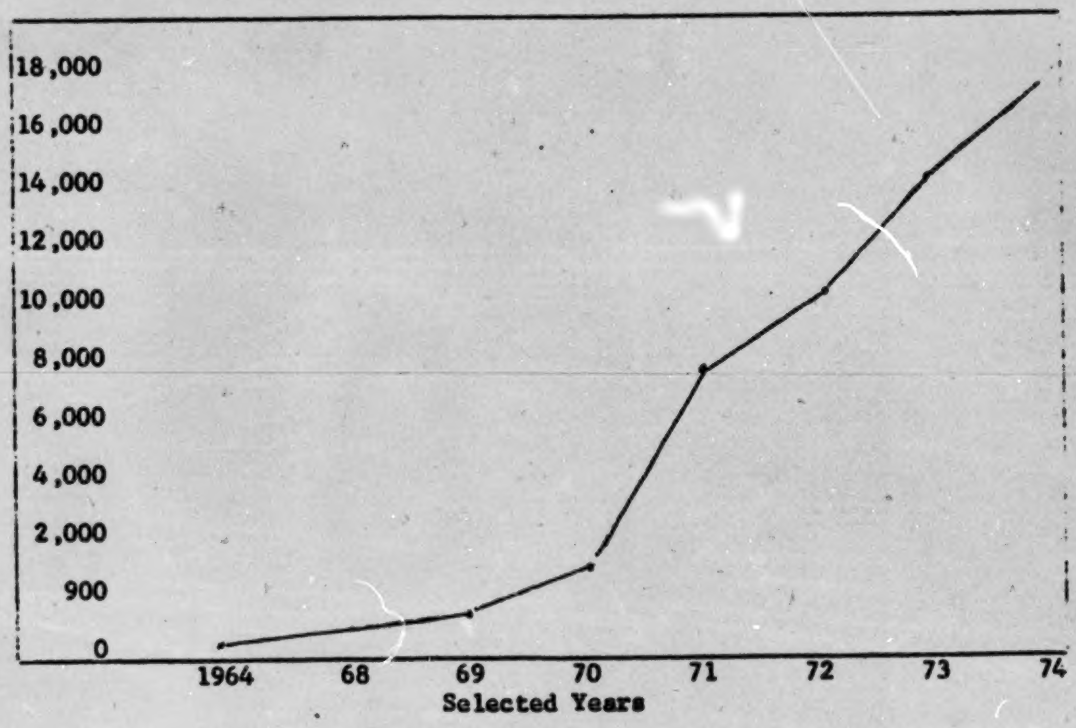
Societal Concerns. Our mobility has all but eliminated the concept of community as it was previously known. Cultural change is accelerating; ten years out of school, one-half of what an engineer had been taught is outdated; technical change and automation will require the average worker to change jobs five or six times in a lifetime; lawyers, doctors, pharmacists, businessmen, and educators who have not kept pace with changing knowledge in 10 or 20 years are obsolete (Nicholson, 1966). Change has brought about social conflicts in values and dissatisfaction over things as they exist. Individuals look toward continuing education as an avenue through which they can reorder values, and attempt to manage the effects of change.

Learning to Learn. Beginning in the 1920's the idea of education after age 20 or 22 for more individuals began to emerge. Life was then viewed in terms of two unequal periods: the first was one of preparation, through education, of anywhere from 8 to 14 years depending on the community, for the second period, that of adulthood. This concept was valid as long as each generation could grow up, work, and die in an environment little changed from their parents or grandparents. This concept, however, is no longer accurate. Margaret Mead (1970) describes today's situation as "times in which we must educate people in what nobody knew yesterday, and prepare people in our schools for what no one knows yet, but what some people must know tomorrow." Her comments provide impetus for lifelong learning and pronounce invalid the notion of education solely as a one time preparation for life.

Rise in Education Levels. Another important contributing factor to the increasing interest in continuing education is that as more people attain more education they recognize the value of education. It's true that most of us, when we learn about a subject, find out just how much there was we did not know and how much there still is to learn. We acquire a depth and perspective that invites further inquiry if we so choose. Through learning, we begin to understand the advantages, the requirements, the possibilities, and the rewards of continuous learning. Adults are renewing their interest in learning. They began to see education as a means of clarifying the extent to which they, themselves, can control the effects of change, and they are willing to spend time, money, and energy in the learning activities that make them better people, make their communities better, and can make their country and world a better place in which to live (Nicholson, 1966).

The need for continuing education is best typified by the change in the number of participants in adult education at St. Petersburg Junior College. While the college is the oldest junior college in Florida, only in the last few years has a marked change in noncredit enrollments taken place, as shown in the chart. The reason for this increase is twofold; 1) societal changes have brought about the need for continuing education, and 2) the Junior College has responded by offering a diversity of courses.

Yearly Participants in Continuing Education



The Purpose of Continuing Education

The goal of continuing education is to provide educational opportunities for the community through efforts which are designed to serve the needs of all age groups. This effort offers the resources of the college; faculty, facilities, and regular students to work towards the solution of community problems, the fulfillment of community needs and interests, and the development of individuals towards their full potential. These opportunities usually reach beyond the regular campus activities and form three basic identities:

1. College credit "Extended Campus " Courses
2. Noncredit courses on and off campus
3. Conferences, institutes, and workshops

To indicate your understanding of the above introduction to lifelong learning and continuing education, write in your own words a concept of continuing education.

Now refer to the description in the text and compare it with your own. Change it if you are not satisfied with your definition. Enter your comments in the revision sheet if you are dissatisfied with our description.

HOW ADULTS LEARN BEST

Adults do not "learn" differently from the way in which others learn. Knowles (1974) does not suggest any fundamental difference in learning, that is the internalizing of new information, but there are conditions which surround the learning situation that contain significant differences. In fact, Knowles has introduced a new term "andragogy" which refers to the art and science of teaching adults as opposed to pedagogy, the teaching of children. The latter concept, with which most of us are familiar, functioned around dependency, and subject-centered curricula grouped around biological and developmental aspects.

There are four essential differences between these two concepts or conditions for learning; self concept, life experiences, readiness to learn and time perspective. Each is important to consider when teaching adults.

Self Concept. The self concept of a child changes as he develops and moves from one of dependency towards the independence of adulthood or toward a psychological maturity. He becomes capable of making more independent decisions, is more self-assured and self-directed. Because of this, adults are apt to resent being treated as immature or confronted with behavior that violates their self respect such as being talked down to, being judged, losing identity or independence, or otherwise being put in childish situations. Beginning teachers of adults, since they were taught in teacher/child relationships, may have a difficult time adjusting to a more mature treatment of adults and should consider carefully the conditions they set up for adults to learn. The teacher should set up facilitating conditions that are reciprocal in the teacher/learner relationship rather than a dominant teacher and dependent learner relationship.

Life Experiences. The resources which every adult brings to any learning situation are great assets in teaching adults. Not only do adult learners already have the vocabulary and the concepts for much of their needed learning, but they also have their own concepts, attitudes, experiences, and knowledge which can enlighten and enrich the things to be learned. In every learning situation, the resources of the group are tremendous, for each member can bring richness from his own life to illustrate what is being considered in the class. The car buff who is enrolled in antique auto restoration class, the participant in parapsychology who has made this field a life study, and the nurse in the nurse refresher class all can draw on related experiences to enhance the class beyond the capability of the instructor alone. Teachers can count on such positive transfer from what is already familiar to the learners to the newer things to be acquired. One of the most important factors for successful learning is the teacher who capitalizes on the possibilities of transfer from the stored knowledge and skills of the adults he is teaching.

Readiness to Learn. The adult is participating with a purpose, and he wants to enjoy his classwork almost as much as he wants to learn. He gives up his own time --- time he could spend with his family or in his home --- in return for knowledge, and he wants it as fast as he can get it. The prospective real estate salesman, the housewife about to redecorate her home, and taxpayer enrolled in an income tax course, and the teacher who is preparing to return to graduate school by taking the Graduate Record Exam, are looking for information. In a very real sense they have determined they are ready to acquire certain knowledge. In these situations the learners decide what they need to learn based on their own perception of the demands of their particular social situations. The individual normally has developed a basic competency in reading, writing, arithmetic through their educational process and now seek information on his immediate concerns such as working, living, raising a family, retirement, or leisure living. Sometimes this drive for achievement is a source of discouragement. The adult learner may expect more of himself that he is really capable of producing. More importantly, the adult learner expects to receive what he is ready to learn.

Time Perspective. The fourth asset is his desire for learning experiences that will have meaning to him in immediate usefulness. The woman in the nurse refresher class may hope for employment in that field, and the man in the private pilot ground school may use flying in his work as a lawyer. The most efficient learning takes place when an immediate need is felt, so this desire for useful knowledge on the part of adults creates a healthy class situation and gives the teacher a sound basis on which to plan activities for the group. Since an adult rarely has just wandered into a class, the teacher must manage class activity in terms of immediate needs and today's problems.

Knowles (1974) has developed a chart that describes the process of learning for adults (andragogy) and the differences between that and teaching children (pedagogy).

Process Elements		
	Child	Adult
Climate	Authority-oriented Formal Competitive	Mutuality Respective Collaborative Informal
Planning	by teacher	Mechanism for Mutual Planning
Diagnosis of Needs	by teacher	Mutual Self Diagnosis
Formulation of Objective	by teacher	Mutual Negotiation
Design	Logic of subject matter Content hints	Sequence in terms of readiness Problem hints
Activities	Transmittal Techniques	Experimental Techniques (inquiry)
Evaluation	by teacher	Mutual re-diagnosis of needs Mutual measurement of program

Below are seven concepts that relate to contemporary ideas or happenings in continuing education. Read over the list and select those items which you recognize and could explain.

____ Lifelong learning
____ Andragogy
____ Accelerating Change
____ Mobility of Society
____ Facilitating teacher role
____ Natural way to learn
____ Growth in Continuing Education

For those items not checked, reread the above paragraphs that pertain to each item.

In addition to the above process, the teaching of adults has other notable differences. Some of these are stereotypes which are no longer valid in light of research findings. Lorge, McClusky, Jensen and Hallenback (1963) offer the following commentary on adult learning.

Learning. "Whenever learning ability is measured in terms of 'power' ability without stringent time limits, the evidence is clear that the learning ability does not change significantly from age 20 to 60 years. Bright people of 20 do not become dull by 60, nor do dull young people become moronic by 60. An individual at 60 can learn the same kinds of knowledge, skill, and appreciation at 60 that he could at 20 years of age."

"Age as age probably does little to affect an individual's power to learn or to think. His performance may be reduced because of changes in his speed, sensory acuity, or self-concept, or shifts in values, motivation, goals, and responsibilities which come with aging. Adults learn much less than they might partly because of the self-underestimations of their power and wisdom, and partly because of their own anxieties that their learning behavior will bring unfavorable criticism. Failure to keep on learning may affect preformance more than power itself."

Attitudes. "Each individual's interests, attitudes, concepts, and values develop over the life span. The longer the span the more familiar they become, the more overlearned they are. The evidence about attitude stability in older persons does suggest that some of the so-called conservatism of aging is indicative of crystallization of values learned in the early years. The values and concepts that were considered radical in one's youth may be conservative for the following generation. Aging brings not so much resistance to change as stabilization of values, interests, and concepts."

Interests. "In spite of a tendency for interests to persist, they can and do change. Interests, attitudes, and self-concepts are modified by the physical conditions of an individual or by environmental pressures. People's interests change rapidly from 15 to 25 years of age, but the interests a person has at 25 will be symptomatic of his interests at 45, 55, or even later. There is, however, a decrement of interests in vocations and activities with aging which parallels declines in physical strength, reaction speed, and visual acuity. Environmental circumstances such as marriage, child rearing, and increased vocational responsibility change interests from the carefree to the careful. Thorndike showed that the interests most needed as a basis for adult education, such as interest in books, current events, people, making new acquaintances, and travel, do not dry up or vanish but are ever present to motivate the learning of adults."

Handicaps. The Florida State Department of Education (1967) offers the following additional comments about adults. "There will be variations in emotional stability, outlook, formal education, travel, experience, and in ages ranging from 16 to 70 and over. Some of your students may have finished the sixth grade, while others might have two or three college degrees. It is your job, as leader, to make them 'jell' into one group working together with a common purpose."

Although the senior adult mind has many assets, there are at least three handicaps to overcome: failing sight, hearing and slower reaction time. "Our arms aren't long enough, and everyone mumbles', --- and the older we get, the more we need to find ways to help our failing sight and hearing. As teachers you must bear this in mind. Be sure that your classroom environment and your teaching techniques compensate for any failing in sight and hearing. Speak clearly and distinctly and repeat important points."

"The older we get the slower is our reaction time. Adults may not have the energy to talk or move rapidly --- they no longer wish to be cheerleaders or to run races. Adults may need more time to learn to coordinate the many different operations of an overall job. For instance, an older adult will learn almost as quickly as a teenager the varied operations involved in driving a car, but it may take him longer to coordinate smoothly all the movements that a skillful driver uses automatically."

"The adult has a longer 'set' of patterns which new learning forces him to 'unset.' His habits of body movement and thinking have been acquired with effort and often with conviction. They have also had many years in which to congeal. His opinions tend to be fixed. However, all habits can be changed at nearly any age."

These specific handicaps do not prevent the adult from learning; they make it necessary, however, to provide more time and understanding in the learning situation. One of the greatest satisfactions you will get as a teacher of adults is the ease with which the differences among students can become a means of enriching the learning experience for all. It takes skill on your part, of course, to make these differences productive, but it can be done. The class oftentimes runs itself while the teacher simply coordinates its activities and serves as a 'manager of learning' in aiding its progress toward its own goals.

Ideas to Help the Learning Process. Selecting ideas about learning is not without its pitfalls since it may mean overlooking important aspects. There are several ideas, however, that may help you to accomplish your task as a manager of the learning environment.

The following four words relate to all learning, but seem to be particularly effective with adults. Adults learn best when these 4 items are present: desire, goals, effort and satisfaction.

Sutton (1970) explains as follows:

> "1. Adults learn best when they have a strong desire to learn.
> 2. Adults learn best when they have clear goals.
> 3. Adults learn best when they put forth effort to learn.
> 4. Adults learn best when they receive satisfaction from what they learn."

How you may achieve these conditions are not elaborated on in this orientation. However, the statements may serve as a discussion starter when you are talking with other faculty or with the Continuing Education staff. Additional information is available for reading.

Below are factors which surround the learning situation and may account for many differences in learning by adults who are participating in your classes. Place a checkmark by those you recognize and feel confident about understanding.

_____ Declining eyesight and hearing
_____ Values & Interest stabilization
_____ Life experiences
_____ Reduced speed of reaction
_____ Previous education
_____ Resources of information
_____ "Immediate" usefulness of subject
_____ Readiness to learn
_____ Self concept

Since an understanding of the above may be critical for managing the learning environment, it is suggested you reread the passages which deal with those items you have not checked.

PLANNING TO TEACH

Keep in mind there may be tremendous individual differences in the people in your class. These differences include life experiences, self concepts, values, attitudes, and reasons for participation. There are also individual reasons for participation which are important because they must always be taken into account as you plan your teaching methods. Most participants come voluntarily or are self selective, and their expectations may be quite different from those of students who participate in full-time, formal academic programs.

Burgess (1971) lists three broad categories for adult participation: Goal Oriented, Activity Oriented, and Learning Oriented.

The term, Goal oriented describes participants who use education as a means of accomplishing fairly clear-cut objectives. (A prime example would be those enrolled in CE 401 - Real Estate Principles and Practices, or CE 402 - Real Estate License Law). These could be personal or social, as well as meeting a formal requirement, such as employment.

Some examples:
- To learn in order to secure personal advancement.
- To become eligible for benefits I could not otherwise receive.
- To fulfill personal motivation to get ahead.
- To make my position in life more secure.
- To become eligible for certain privileges.
- To compete with others.

The term Activity oriented describes participants who take part because they find in the circumstances of learning a meaning which has no necessary connection and often no connection at all with the content or the announced purpose of the activity. Some examples:

- To compensate for the lack of association with people.
- To have a few hours away from responsibilities.
- To forget personal problems.
- To enjoy fellowship.
- To make social contacts.
- To experience the pleasure of meeting new people.

The term Learning oriented describes participants who seek knowledge for its own sake (the desire to know about something for no other reason than to know). Some examples:

To satisfy a desire to know
To enrich my life by learning
To satisfy an intellectual curiosity
To satisfy a desire to learn something new
To become a better informed person
To gain insights into myself as a person

It is desirable to establish the kind of atmosphere that will help individuals progress towards a goal or an outcome and as their leader it is your responsibility to do just that. An overview of the subject or general area of the course along with your objectives may help members of the class to select, interpret, and relate what you hope to teach to their needs more objectively. In developing the right attitude toward the subject, it is helpful to invite the group to discuss the course in terms of their needs and interests or goals. Then help them understand further the kind of background necessary to profit from your instruction.

Many adults are reluctant to talk about their reasons for attending classes, but each one has his secret hopes, desires, needs, and purposes. As the manager of learning it is important to recognize there are many styles of leadership that can be utilized in a class situation, from the authoritarian style with strict control over the process of learning to the observer-leader style with mutual agreements on the process of learning. To bring about the latter, how about asking a general question: "What things do you want to learn about the subject?" No one answers? O.K., then ask specific individuals the same question. Get an answer that time? Write it on the board. Make some suggestions yourself if they haven't covered the field adequately. After you've listed everything on the board, see if there is agreement. Now find the things they would like to learn first, second, third, and so on. Where it is possible, you'll be governed by the majority. If their opinion has to be overruled, make it clear why the limitations of physical facilities, time, and resources require a different approach. Rewrite the choices on another section of the board, and then you can give a brief explanation of the specific things that may be covered under each topic. Again you should secure the group's suggestions or approval. Don't forget to keep a copy for yourself of the accepted and approved outline.

Here are some ways that have been used successfully in classes to obtain information on why they are participating. Check the ones you might use in the spece, and add any new ideas.

_____ Write the title or the general subject area on the board. Then encourage members of the group to discuss it.
_____ Have each person write down what he wants to know and then assemble into a plan for the course.
_____ Have group members hand in questions or topics they would like discussed at next meeting.
_____ Have individuals express their interests and needs through a personal talk.
_____ Develop a pre-assessment sheet to ascertain their interest and pinpoint areas of need as well as competencies.
Others____
____

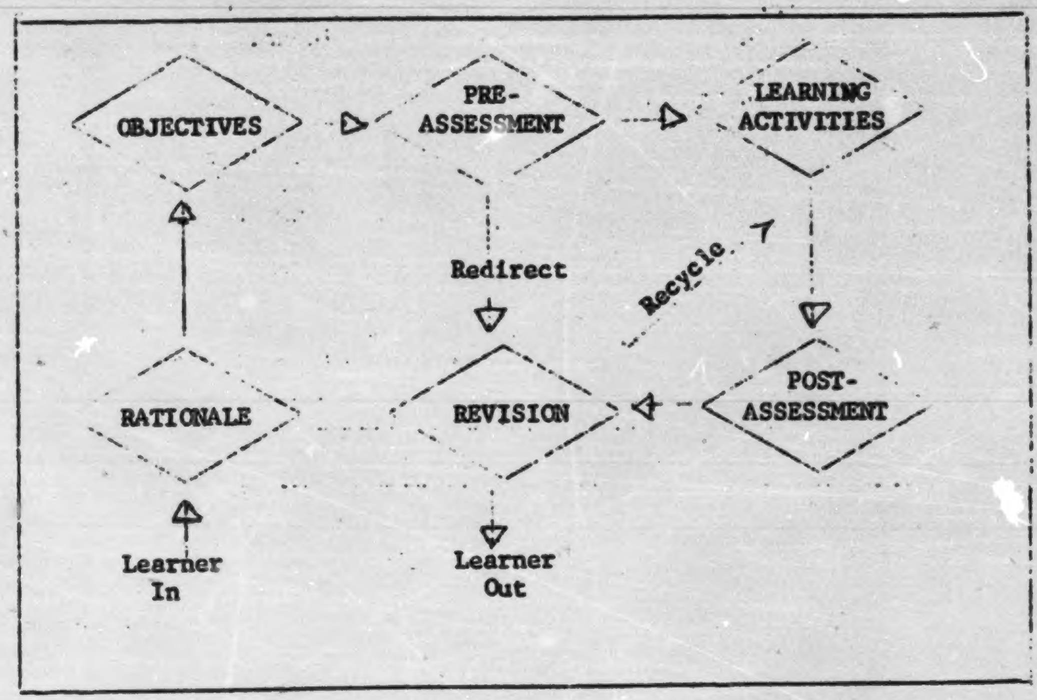
If you are going to be successful in helping each person reach his objective, you must understand his needs as he sees them. If you don't do this, you invite disaster.

The Systems Approach to Education. In the assessment of your continuing education effort at St. Petersburg Junior College, no matter how successful the learning results are, they can be imporved. One of the ways we have selected is to introduce the concept of a systems approach to learning. Roueche and Pittman (1972) report that this approach is not new to education, but the process of putting it together is new and has been receiving more use in recent years.

The systems approach is based on Herrscher's model (1971) and involves six basic steps:

1. Rationale
2. Specific Objectives
3. Pre-assessment
4. Learning activities
5. Post-assessment
6. Revision

The advantage of this system is that it produces measurable learning achievement. You may have already noticed this entire orientation booklet is organized around this model.



Herrscher (1971) points out that "in essence it is a map which charts the path followed by the learner as he strives for mastery of a given unit of instruction. It is the key for making instruction more efficient and which provides sound, organized direction for further improvement."

The systems approach provides a framework into which all modes of instruction will fit and assists evaluation of instruction and learning.

Additional information on each step is as follows (based on Herrscher's model):

RATIONALE Participants find coursework relevant if it related to their reasons for enrolling. These reasons were discussed earlier in this unit. When persons are attending for the activity itself, it becomes increasingly important for the instructor to be a leader and develop the participants' interest in the content by informing them why material is relevant.

OBJECTIVES Objectives are the basic building blocks of each course. It is through these that the instructor communicates a specific set of expectations to his students. In this manner, direction is afforded and learning is encouraged.

The objectives are written in terms of what the student will be able to do after instruction that he could not do before. All learning can be classified as either (1) cognitive (intellectual processes: the learner will score 90 per cent on the GRE math review inventory); (2) affective (feelings and attitudes: the learner will express satisfaction with and interest in the literature he has read in the course); (3) psychomotor (manual skills: given the 7 basic yoga positions, the learner will be able to perform 5 of these 7 positions).

PRE-ASSESSMENT "A pre-assessment of learner capability should precede formal instruction. This pre-assessment, based upon the objectives of the unit of instruction, helps to determine (1) whether the student has the prerequisite capabilities to profit from instruction; (2) whether the student already possessed the behaviors specified in the objectives; and (3) where the student, who possesses some but not all the specified behaviors, should be plased in the graduated sequence of learning activities. The student should be redirected when the pre-test reveals he does not have the prerequisite capabilities or has already mastered the material dealt with in the unit."

"A pre-assessment score before instruction, compared with a post-assessment score after instruction, gives tangible evidence of learner achievement."

LEARNING ACTIVITIES

"Learning activities are means to an end rather than an end in themselves. They become the terrain over which the student travels in pursuit of the objectives of the unit." Nontraditional approaches are to be explored since lecture and discussion approaches are not always the most effective. The media to be used should match the learning objective. For example, to learn self defense, the participant has to, at some time in the learning process, become a participant and practice the motor skills required if the objective of being able to successfully avoid a punch thrown by an aggressor is to be attained.

POST-ASSESSMENT

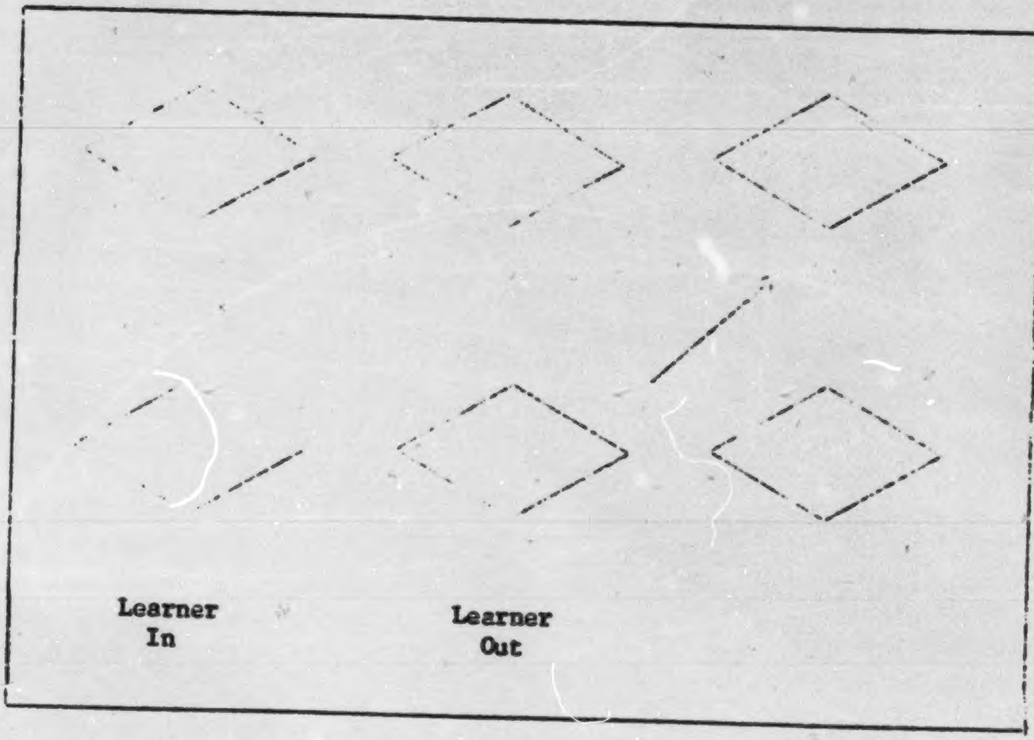
"A crucial element of the system, is the post-assessment where learning, and thus teaching, are measured. No learning means the instruction must be revised and the student recycled back into the system until such time as he demonstrates mastery of the subject matter."

REVISION

"Revision of instruction is based upon a systematic process of obtaining feedback from the learner." Participant reaction to teaching and the revision data sheet are two sources of revision data.

Additional information will be provided to assist continuing education instructors in developing a system approach and possibly the development of individualized instruction units.

To assist in your understanding of the systems model, complete the six steps by filling in information in the diamonds and placing the arrows. If you need assistance, reread the passages and then complete the model.



POST ASSESSMENT

After having read the orientation book, rate the objectives below using a 5 point scale to depict how well the booklet was able to accomplish its purpose.

Scale:

Not at all Very well

1 --- 2 --- 3 --- 4 --- 5

To what extent do you now feel able to: circle one

1. Write a definition of Continuing Education 1 2 3 4 5

2. Recognize at least 5 of the following concepts related to contemporary ideas in Continuing Education.

   a. Lifelong learning ____
   b. Andragogy ____
   c. Accelerating change ____
   d. Mobility of Americans ____
   e. Facilitating teaching role ____
   f. Natural way to learn ____
   g. Growth in continuing education ____ 1 2 3 4 5

3. Given a list of the following nine factors surrounding the adult learning situation, check at least seven which you feel confident about understanding:

   a. Declining eyesight and hearing ____
   b. Values and interest stabilization ____
   c. Life experiences ____
   d. Reduced speed of reaction ____
   e. Previous education ____
   f. Resources of information ____
   g. Immediate usefulness of subject ____
   h. Readiness to learn ____
   i. Self concept ____ 1 2 3 4 5

4. Select methods to use in determining why participants have enrolled in a learning opportunity. 1 2 3 4 5

5. Recreate the model of an instructional system. 1 2 3 4 5

6. Evaluate this self-instruction unit and assess your satisfaction in the outcome. 1 2 3 4 5

After rating the objectives, complete the boxscore for post-assessment on the revision sheet. Place a number for each objective, then total the ratings.

REVISION DATA SHEET

Name________________________ Course taught________________________

Your views as to the value of this self instructional orientation will be useful in evaluating its effectiveness. When completed, remove and return only the revision data sheet to Continuing Education.

Did the material in this unit assist you in preparing to teach? Yes___ No___

Do you now feel that you have a clearer understanding of the purpose of Continuing Education? Yes___ No___

Do you now feel that you have a clearer understanding of the Teaching Process? Yes___ No___

What conclusions have you drawn as to how the unit was prepared? Check below.

___ Candid and terse
___ Too lengthy
___ Well written
___ Confusing
___ Poorly written
___ Other________________________

Listed below are the sections of this orientation. Were they of help to you?

	Yes	No	Comments
Introduction	___	___	
Rationale	___	___	
Objectives	___	___	
Pre-Assessment	___	___	
Learning Activities:	___	___	
Purpose of Education	___	___	
Idea of Lifelong learning	___	___	
Purpose of Continuing Education	___	___	
How Adults learn best	___	___	
Planning to teach	___	___	
Post-Assessment	___	___	
Revision Data Sheet	___	___	

Summarize, in a sentence or two, your total impression of the self instruction orientation.

____

____

____

Box Scores

Objectives	1	2	3	4	5	6	Total
Pre-Assessment							
Post-Assessment							

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ST. PETERSBURG JUNIOR COLLEGE
CONTINUING EDUCATION

TO: Dr. Merle H. Morgan, Assistant Dean of Academic Affairs

FROM: David B. Fellows, Director, Continuing Education

RE: Progress Report - Fall 1974 through January 1975

I. Objectives for 1974-75

A. Continue to provide community educational opportunities which are designed for all ages and offer the resources of the College, both faculty and facilities, for the solution of community problems, fulfillment of individual interests, development of potential and to anticipate future needs.

B. Promote increased opportunities for community involvement in Continuing Education that will provide the following results:

1. Offer additional noncredit activities so that participation in terms of classroom hours is increased 15% (12,613 equivalent student hours) over the previous year.

2. Offer additional course opportunities as measured by a 12% increase ($30,000) in revenues from enrollment fees.

C. Develop innovative practices to provide greater service to the community.

1. Develop a noncredit faculty evaluation process that improves instruction and promotes faculty growth. Effectiveness to be measured by the number of objectives developed to improve instruction and the number of inservice needs identified.

2. Coordinate the installation of a computer assisted method to assemble records, to aid Continuing Education operations as measured by the establishment of enrollment records for state enrollment reports, financial cost data reports and computer printing of class rolls.

3. Re-number courses to coincide with state categories of occupational, citizenship and avocational.

4. Devise a new system of section numbering so that an individual course during the entire academic year, will have a unique number.

Appendix E

PART-TIME FACULTY IMPRESSIONS OF A SELF INSTRUCTIONAL ORIENTATION BOOK

Useful as review, extension and formalization of my goals, and views on the subject.

An excellent review of criteria-should be useful to all instructors-more emphasis should be on teaching instructors to teach.

Excellent, and should benefit any person teaching adults.

The material is interesting, clear and helpful.

Good article. Puts a lot of things we may feel in a general way into a concise perspective.

Interesting, worthwhile review of teaching goals and learning factors to be kept foremost when working with students in adult continuing education.

It reassured me that I was using the right methods. I enjoy studying the orientation book especially Herrscher's model.

I think this presentation has been helpful to me, and consider it well worthwhile reading.

It helped me to see a more concise over-all picture of what Continuing Education can and should be for both the students and teacher.

It brought out many areas, you normally don't think of in terms of teaching or learning processes. It was very instructive and will be of benefit in tailoring the overall objective of the instruction.

The self instruction-orientation manual provided a concise, workable refresher outline for planning and excuting my continuing education course.

This was very helpful to me. It would have been even a greater help when I first started. Much of this I have learned by "trial and error".

I have now a very good understanding of the program. The program is very well written.

Appendix E (Continued)

From Page 11 - We tend to over look the obvious as to the differences in learning as a child versus as an adult.

A concise to the point description for the teacher in continuing education of adults. Vital points in the learning process are given and most helpful.

Helped me to better organize and define-- Therefore better understanding and use - basic concepts which I already knew.

A very different type of evaluation in terms of the fact it opens the minds of the individual a little more then would an oral evaluation.

This is a good idea and a time saver for everyone. I think the differences between teaching adults vs. teaching children was especially helpful.

Very well done! Certainly invaluable to new instructors or those who have not dealt with adult education before.

Never having taught a formal class before, I am naturally apprehensive about my abilities as an instructor. The orientation guide made me aware that when I did teach adults (via inservice programs) I was using some of the techniques discussed in the manual. Result: a little more confidence in myself.

It is written well and it made me realize that without knowing what I was actually doing (in theory), I have employed many of these concepts. Now that I am aware of these, I can be sure I continue to use them. Interesting

Served as a good background for refreshing teaching ideas. Gives a somewhat simplistic view of education in that it left me with the impression that teaching is just fulfilling a series of steps. It might just be that.

If the instructor sincerely presents his course of study well and displays respect and good rapport with students there appears to be an automatic response, reward and eagerness to both teach and learn as a group.

Very good ... combined with personal conference with coordinator ... even better.

A good effort to make a highly complex and diverse subject more understanding.

Appendix F

November 21, 1974

TO: ALL CONTINUING EDUCATION FACULTY

FROM: David B. Fellows, Director, Continuing Education

As a follow up to my earlier letter introducing our new plan for part-time faculty evaluation I would like to explain how we are to initiate the individual meetings between coordinator and faculty. Each faculty member has been teamed with a coordinator. You have been teamed with Jim Pfister. As soon as practical, near the ending of your course, please contact the coordinator to establish a time and place to discuss and assess the results from your course. Enclosed is a list of questions which may be discussed during the meeting. You may wish to spend some time reviewing these questions before you meet with the coordinator. Please bring your revision data sheet from the "Orientation to Continuing Education" booklet with you if you've not yet returned your copy.

Thank you.

DBF:dp
Enclosure

Appendix F (Continued)

CHECKLIST OF QUESTIONS

November 22, 1974

TO: Continuing Education Faculty and Staff

FROM: David B. Fellows, Director

Below are questions which may help you to identify changes and specify objectives when meeting and discussing the performance review form.

Possible Questions

What were your feelings about the course?
Were you satisfied with outcome of course?

What steps were taken to measure class needs or interest.

What indication did you have that

(1) objectives were met

(2) participants were satisfied

(3) participants behavior changed (i.e. learning occurred)

What changes would you make in

(1) course curriculum

(2) teaching methods

(3) administrative support

Did you have materials when you needed them? (i.e. class handouts-A-V equipment)

How can we improve instruction or methods of teaching?

What skills, knowledge, etc. would help you do a better job or would like to know more about through workshops, self instructional book, etc.?

Is an outline or activity summary of your course on file?

DBF:dp

ST. PETERSBURG JUNIOR COLLEGE
St. Petersburg Campus, P. O. Box 13489, St. Petersburg, Florida 33733
Office of Continuing Education

Appendix G

1974 - 1975 School Year

Dear

We are pleased that you are teaching this year in our Continuing Education program. Last year our community participated in this program in unprecedented numbers (18,000), increasing the record 1972 - 1973 enrollment by over four thousand. We hope that this interest in lifelong education continues to grow.

To help assure continued interest in the program, we are implementing an innovative faculty evaluation system that is designed to assist in the following three areas: (1) communicate basic expectations about teaching performance, (2) provide for professional growth through an orientation to adult learning and continuing education and (3) establish an end of course meeting between you and a continuing education coordinator to assess and discuss results from your course.

Attached is a self instructional pamphlet introducing adult education and learning and a checklist of performance for part-time faculty. You should read through each and return completed, the revision form at the end of the orientation book. This is an experimental program and for it to be effective requires your participation and comments as to how well it may be succeeding. Either Ed Long, Bernie Miller, Jim Pfister or myself will be contacting you later as to setting up an individual session.

Sincerely,

David B. Fellows
Director
Continuing Education

DBF/dp

Appendix II

St. Petersburg Junior College

March 5, 1975

To: All Instructors

From: David Fellows, Director
Continuing Education

Recently we sent you "An Introduction to Continuing Education" booklet with the request that you review it then return the Revision Data Sheet that was attached.

As a follow-up to that request we have not heard from you and wonder if you could possibly return the Revision Data Sheet form to us as soon as possible.

Thank you.

Appendix I

COMPLETE LISTING OF STRATEGIES FOR IMPROVEMENT OF THE EDUCATIONAL PROGRAM

Support Activities

1. Reserve Arrhythmia Annie for class.
2. Provide library card for instructor.
3. Contact various supply houses that offer free audio/visual materials.
4. Enrollment in the class will be limited to 30 participants by administration.
5. Additional greenhouse space will be reserved on the St. Petersburg Campus for use of participants of the class.
6. Arrange for use of lab facilities, permission to prime selected plants on campus and plants in greenhouse for pruning and grafting purposes.
7. Improved class room facilities--arrangement of desks to allow space for mats for self defense--temperature needs to be reduced.
8. Visual aids availability will be checked by coordinator with sources on campus prior to Session II.
9. Pay for instructor to be on a monthly basis beginning in Session II (as opposed to at the end of the class).
10. Space in Fine Arts Building to store still life figures between classes.
11. Move tables from the center of Fine Arts 109 prior to class beginning. Mr. Cooning, the head of the custodial staff, will be contacted.
12. Obtain a class room closer to the maintenance building to conduct the Mini Mechanic course.
13. Schedule future class at St. Petersburg campus on Thursday to coincide with availability of visual aid room at local adult high school.
14. Finalize plans for offering course on a new campus May, 1975.
15. Obtain additional set of glasses for course in training managers of wine stores or restaurants.

Appendix I (Continued)

16. Finalize arrangements for offering a Saturday class for Occupational Health and Safety course on Saturday for employees of Assoc. Building Contractors.

17. Set up a fact finding assessment to determine a new course fee schedule for Fall, 1975 courses.

18. Set up public address system in the Natural Science Auditorium for the next class scheduled in that room.

19. Seek continued cooperation of Pinellas Chapter of National Safety Council for assistance in February Seminar.

20. Rent two films from the University of South Florida for use in the Creative Dance course.

21. Change classrooms and use DP202 and DP203 for summer class in Ball Room Dance to take advantage of the air conditioning in those class rooms.

22. Change course description to add that the course contains practice and individual assistance for the Ball Room Dance class (Fall brochure).

23. Provide adequate cooling for the Clearwater Campus courses held in the cafeteria.

24. Change the schedule of classes for Driver Education to provide a three week course prior to the College's summer shutdown.

25. Reduce the temperature in the cafeteria on the Clearwater Campus for the Square Dance course.

26. Instructor will explore possible offerings in selected condominiums such as Sea Tower and Town Shores.

27. Administrators are to arrange for the permanent rolls to be sent to the instructor by the third class meeting.

28. A block of rooms will be arranged for the Parapsychology classes for storage of material used in the classes may be available.

29. Classes in Parapsychology are to be limited to thirty.

30. Administrators will clarify in the announcement of the course and instructor will clarify in class that participants will not be qualified as interpreters of sign language at the conclusion of the course.

Appendix I (Continued)

31. Arrangements will be made to provide a tape recorder (audio-visual tape recorder) for use in the sign language course.

32. Develop ways of reducing the course fee for the Parent Effectiveness class.

33. Instructor will sign a certification of work completed for the instrument flight course.

34. Increase promotion by ordering 1000 address labels of private pilots in the area.

35. Course in Income Tax Preparation will be provided additional promotion via TV and radio and will be out sooner than last time, by at least two weeks.

36. Administrator in Continuing Education will schedule a room where tables are available to students.

37. Instructor will furnish information on student achievement to the Continuing Education office.

38. Instructor will share teaching aids, i.e., quizzes, terminology definition, math quiz, etc., used in course, with other instructors.

39. Change location of class to meet in the counseling room because of improved surroundings.

40. Arrange for cooperation with County school system to have accessibility of films.

41. Change title of course to help promote the course through an improved communication.

42. Provide a room for Visual Display course that can be used for painting, etc.

43. Course fee should be higher for the Visual Display course to reflect the change in course hours from 16 to 24.

44. Course in Real Estate will be promoted by the Administrator providing the Board of Realtors with information on the course.

45. Change room to the Language Arts building to provide a more desirable room for teaching language.

Appendix I (Continued)

46. Opaque projector is needed for the Real Estate License Law course. Instructor will arrange.

47. Room needs air conditioning in Ad. 154.

48. To provide a copy of the self perception gauge used in the group process course. (Instructor to provide.)

49. To provide the same rooms for both classes in Real Estate course that the instructor teaches.

50. To provide a room with kitchen facilities.

Appendix I (Continued)

Curriculum Strategies

1. To redesign course curriculum because of student complaints that curriculum not advanced enough.
2. Write course outline in more detail.
3. Increase course by four hours to include medical transcription.
4. To revise course outline for CE files by February 3, 1975.
5. To revise course outlines for CE files by February, 1975.
6. To prepare and submit a new course outline by January 23, 1975.
7. To revise course outline for CE files prior to January 20, 1975.
8. To lessen course material by concentrating on color mixing and positive and negative space and leaving out the topic of dynamics of composition for session II, 1975 class.
9. To prepare a summary sheet of painting concepts to be referred to in class during session II, 1975.
10. To develop a new course outline to reflect changes for session II, 1975.
11. To obtain suggestions from participants in CE505 for course content in "Mini Mechanic II" course (in January).
12. To revise course content to reflect changes in automobile design.
13. To survey past participants by January 15 as to their interests in and suggestions for an auto Mechanic II course.
14. To provide updating course outline for CE620 and new outline for CE622 prior to courses beginning May, 1975.
15. To revise present course outline for CE files prior to January 20, 1975.
16. To update course outline for CE files.
17. To provide updated course outlines for orientation excavation and trenching, safety and health programming, and voluntary occupational safety and health act compliance seminars.

Appendix I (Continued)

18. To contact Ann Coates for discussion on possible changes in course titles and descriptions.

19. To update course outlines for CE files.

20. To offer a five week "extended" or "intermediate" Ball Room Dance class in response to requests. Scheduled to begin April 9 (SP) and March 31 (CL).

21. To submit updated course outline for CE files by May.

22. To begin use of new text by May, 1975 class.

23. To revise course outline prior to any planned classes.

24. To update course outline for CE files.

25. To design new advanced course for income tax.

26. Course too broad for individual needs. To design new course--targeted for small businesses.

27. Course should be enlarged publicity-theory (small portion) technical aspects of publicity, direct mail, house organs.

28. Design curriculum for: Review Workshop-Seminar of Hygienist:

    a. To consider possible eight weeks--to lengthen 4 more hours.

    b. To consider programmed text for Private Pilot.

    c. To revise course outline.

    d. To change course curriculum by increasing course by 4 hours.

    e. To change text in Medical Terminology course to more closely match needs of students.

    f. To develop a final exam to determine what was learned.

Appendix I (Continued)

Instruction Techniques

1. Provide more handouts on legal aspects and medical ethics.
2. Provide more visual material on anatomical terminology.
3. Demonstrate arrhythmia with A/V equipment.
4. Pre test and post test used to determine if objectives were met.
5. Make A/V materials colored and transparent.
6. Instructor will prepare more "handouts" for students since no textbook is issued.
7. To arrange new and additional field trips for classes, especially Organic Gardening.
8. To re-emphasize that participants "pace" themselves during early classes due to the varying degrees of fitness levels.
9. To place increased emphasis on fingerspelling skills.
10. To allow the last 15 minutes of class for questions of a general nature regarding interior design.
11. To measure class needs, interests, goals, etc., by having class fill out 3"x5" cards the first night of class.
12. To develop an individual orientation form to help measure needs and interests during initial classes for session II.
13. To provide increased personal attention through smaller classes.
14. To contact Mr. Pederson and discuss methods, etc., prior to January 20, 1975.
15. To increase the amount of personal attention given to each participant.
16. To more closely familiarize self with participant's background.
17. To increase the number of demonstrations throughout entire course.
18. To include more specific projects in early classes.
19. To answer questions of a general nature during a planned question and

Appendix I (Continued)

answer period the last 15-30 minutes of the class. (Questions relevant to the planned class session will be accepted as they arise.)

20. To teach the math segment of Astrology I as of session II, 1975.

21. To develop transparencies of selected astrological charts to begin in January, 1975.

22. To offer the class on a 1 hour/week basis for 12 weeks during future sessions I and II.

23. To use more visual aids in the teaching of the course.

24. To survey past participants as to their interests in and suggestions for a Mechanic II course.

25. To continue to develop and incorporate the use of audio-visual aids.

26. To provide increased personal attention through smaller classes.

27. To develop a case study approach using individuals in class and their families.

28. To develop role playing techniques for the Parent Effectiveness class.

29. To develop a pre test as a diagnostic for participants.

30. To develop behavioral objectives for the FAA Instrument Course.

31. To develop a pre and post assessment form for use in the Parapsychology class.

32. To use the video tape on Structural Integration as an aid in the class.

33. To put more emphasis on the use of the closing statement in the Real Estate course.

34. To use daily quizzes as an assist in learning for the Real Estate course.

35. To use outside speakers, i.e. attorneys for contracts, in the Real Estate course.

36. To use more actual forms in the teaching of the Real Estate course, such as contracts, zoning maps, deed restrictions.

Appendix I (Continued)

37. To minimize the idea that the instructor's materials used in the class are for sale (Visual Display course).

38. To talk more slowly and distinctly in class.

39. To use permanent display materials in class instruction such as mannequins.

40. To limit the size of the class in language to allow for more individualized instruction.

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